

The copyright © of this thesis belongs to its rightful author and/or other copyright owner. Copies can be accessed and downloaded for non-commercial or learning purposes without any charge and permission. The thesis cannot be reproduced or quoted as a whole without the permission from its rightful owner. No alteration or changes in format is allowed without permission from its rightful owner.



**POST-WAR EXPERIENCE OF CHILDREN LIVING IN KHYBER  
PAKHTUNKHWA ORPHANAGE CARE SETTINGS IN  
PAKISTAN**

**ASIF ALI**



**UUM**  
Universiti Utara Malaysia

**DOCTOR OF PHILOSOPHY  
UNIVERSITI UTARA MALAYSIA  
2019**



Awang Had Salleh  
Graduate School  
of Arts And Sciences

Universiti Utara Malaysia

**PERAKUAN KERJA TESIS / DISERTASI**  
(Certification of thesis / dissertation)

Kami, yang bertandatangan, memperakukan bahawa  
(We, the undersigned, certify that)

**ASIF ALI**

calon untuk Ijazah  
(candidate for the degree of)

**PhD**

telah mengemukakan tesis / disertasi yang bertajuk:  
(has presented his/her thesis / dissertation of the following title):

**"POST-WAR EXPERIENCE OF CHILDREN LIVING IN KHYBER PAKHTUNKHWA ORPHANAGE CARE  
SETTINGS IN PAKISTAN"**

seperti yang tercatat di muka surat tajuk dan kulit tesis / disertasi.  
(as it appears on the title page and front cover of the thesis / dissertation).

Bahawa tesis/disertasi tersebut boleh diterima dari segi bentuk serta kandungan dan meliputi bidang ilmu dengan memuaskan, sebagaimana yang ditunjukkan oleh calon dalam ujian lisan yang diadakan pada : **04 Disember 2018.**

*That the said thesis/dissertation is acceptable in form and content and displays a satisfactory knowledge of the field of study as demonstrated by the candidate through an oral examination held on:  
**December 04, 2018.***

Pengerusi Viva:  
(Chairman for VIVA)

**Prof. Dr. Yahaya Mahamood**

Tandatangan  
(Signature)

Pemeriksa Luar:  
(External Examiner)

**Prof. Dr. Azlinda Azman**

Tandatangan  
(Signature)

Pemeriksa Dalam:  
(Internal Examiner)

**Dr. Azlin Hilma Hillaluddin**

Tandatangan  
(Signature)

Nama Penyelia/Penyelia-penyelia:  
(Name of Supervisor/Supervisors)

**Assoc. Prof. Dr. Fuziah Shaffie**

Tandatangan  
(Signature)

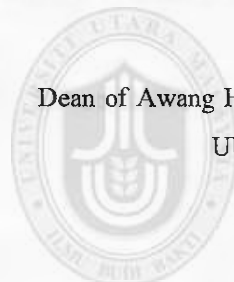
Tarikh:  
(Date) **December 04, 2018**



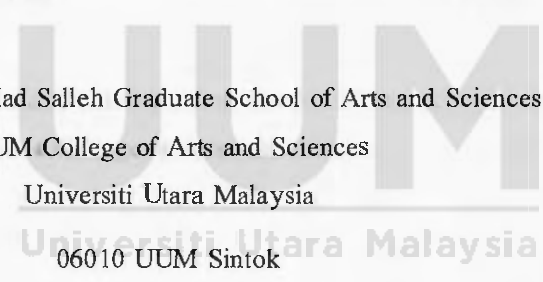
## **Permission to Use**

In presenting this thesis in fulfilment of the requirements for a postgraduate degree from Universiti Utara Malaysia, I agree that the University Library may make it freely available for inspection. I further agree that permission for the copying of this thesis in any manner, in whole or in part, for scholarly purpose may be granted by my supervisor(s) or, in their absence, by the Dean of Awang Had Salleh Graduate School of Arts and Sciences. It is understood that any copying or publication or use of this thesis or parts thereof for financial gain shall not be allowed without my written permission. It is also understood that due recognition shall be given to me and to Universiti Utara Malaysia for any scholarly use which may be made of any material from my thesis.

Requests for permission to copy or to make other use of materials in this thesis, in whole or in part, should be addressed to:



Dean of Awang Had Salleh Graduate School of Arts and Sciences  
UUM College of Arts and Sciences  
Universiti Utara Malaysia  
06010 UUM Sintok





## Abstrak

Konvensyen mengenai Hak Kanak-kanak menyatakan bahawa kanak-kanak mempunyai hak untuk dilindungi daripada penganiayaan secara fizikal atau mental. Namun, kebanyakan kanak-kanak yang melalui pengalaman peperangan tidak mendapat perkhidmatan pemulihan yang merupakan hak mereka. Oleh itu, meningkatkan kesejahteraan kanak-kanak yang terjejas dan hubungan mereka dengan rakan-rakan serta keluarga dalam pemulihan ke atas masyarakat yang terjejas ini perlu dilihat sebagai perkara penting yang mesti ditangani segera. Namun, mekanisme dan polisi penjagaan alternatif yang selayaknya untuk kanak-kanak yang terjejas akibat perang adalah kurang sehingga menyebabkan terjadinya lebih banyak kerosakan dan mendedahkan mereka kepada sistem perlindungan kanak-kanak Khyber Pakhtunkhwa. Kajian ini bertujuan membangunkan kerangka sosio-ekologi bersepadu bagi menyokong kanak-kanak yang terjejas akibat peperangan dalam penjagaan alternatif. Model ekologi Bronfenbrenner dan teori Perapatan Bowlby mendasari kajian ini. Reka bentuk kajian kualitatif dengan kaedah fenomenologi telah digunakan dalam kajian ini. Sampel bertujuan melibatkan 13 orang kanak-kanak yang terjejas akibat perang, berumur antara 10 hingga 16 tahun, daripada tiga buah rumah anak yatim Peshawar serta pihak berkepentingan daripada institusi kerajaan dan bukan kerajaan. Hasil kajian ini mengesahkan bahawa pengalamanhidup sebenar kanak-kanak dalam peperangan penuh dengan pengabaian, diskriminasi dan ketidakadilan. Seperti yang dinyatakan para peserta, sifat peperangan yang kompleks terhadap keganasan telahmenyelubungi keseluruhan rasatidak selamat dan ketidakpercayaan. Kajian ini jugamendapati kanak-kanak dari FATA dan Khyber Pakhtunkhwa memerlukan perhatian yang tinggidalam aspek keselamatan, keadaan keluarga, komuniti, dan hubungan rakan sebaya. Merekamengalami penderitaan tersembunyi akibat kehilangan ibu bapa dan pendedahan kepada keadaan yang radikal,penarikan diri darisekolah, penggunaan senjata dan keganasan. Kajian ini menyumbang kepadapengetahuan terhadap pengalaman psikososial kanak-kanak yang terjejas akibat peperangan diPakistan. Mekanisma yang dicadangkan dalam kajian ini bukan sahaja menambahbaik kehidupan kanak-kanak yang berada dalam persekitaran pasca-konflik tetapi akan juga mengurangkan tekanan psikososial peperangan.

**Kata Kunci:** Kanak-kanak terjejas akibat perang, Perkhidmatan pemulihan, Kerangka sosio-ekologi, Stresor psikososial, Penjagaan alternatif

## Abstract

Convention on the Rights of the Child states that children have the rights to be protected from being mistreated, physically and mentally. However, most children with post-war experience are not receiving the rehabilitation services which are entitled to them. Thus, improving the wellbeing of war-affected children and connectivity with peers and families in restoration of the damaged societies must be addressed as a significant matter of urgency. However, there is a lack of proper alternative care mechanism and policy for war affected children causing more impairment and exposing them in present child protection system of Khyber Pakhtunkhwa. The aim of this study was to develop an integrated socio-ecological framework to support war-affected children in alternative care. Bronfenbrenner's ecological model and Bowlby Attachment theory underpinned this study. Qualitative research design with phenomenology method of enquiry were employed in this study. Purposive samples were comprised of 13 war-affected children, between the ages of 10 to 16, from three orphanages of Peshawar, as well as stakeholders from the government and non-government institutions. The findings of the study confirmed that the children's real-life war experiences were full of neglect, discrimination, and injustice. As expressed by the participants, the complex nature of war against terror encompassed the overall sense of insecurity and mistrust. The study also found that children from FATA and Khyber Pakhtunkhwa need greater attention in terms of safety, family conditions, community, and peer relationships. They were suffering with invisible wounds of their parents' loss and exposed to radicalization, school withdrawal, weapons use and violence. The study contributes to the knowledge on psychosocial experiences of war-affected children in Pakistan. The proposed mechanism in this study will not only improve the livelihood of children in post-conflict settings but will also reduce psychosocial stressors of war.

Universiti Utara Malaysia

**Keywords:** War-Affected children, Rehabilitation services, Socio-ecological framework, Psychosocial stressors, Alternative care

## Acknowledgement

I would like to express my sincere gratitude to my advisor Assoc. Prof. Dr. Fuziah Shaffie and her husband Assoc. Prof. Dr. Ruzlan for the continuous support of my Ph.D. study, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped me in all the time of research and writing of this thesis. A sincere thanks to my research advisor Prof. Dr. Ismail Baba, for his encouragement and insightful comments. My research would not have been possible without their guidance.

A special acknowledgement goes to my child rights activist friends on their courteous support eased my efforts in data collection from all the stakeholders. It is the matter of an immense honor and regards to dedicate this research work to the legendry and late Pakistani Prof. Dr. Muhammad Farooq Khan (Ex-Vice Chancellor, Psychiatrist, Human Rights Activist and Islamic Scholar) memorable works for war-affected children in Khyber Pakhtunkhwa and FATA.

I am grateful to my wife and elder brother for their immense support towards my PhD Study. Thanks to my family: parent, sister, brothers, cousins, nephew and niece. All your moral support granted me the strength to finish my study. "When a flower doesn't bloom you fix the environment in which it grows, not the flower"~ Alexander den Heijer



## Table of Contents

Permission to Use .....	i
Abstrak .....	ii
Abstract .....	iii
Acknowledgement .....	iv
Table of Contents .....	v
List of Tables .....	ix
List of Figures .....	x
List of Appendices .....	xi
List of Abbreviations .....	xii
Glossary .....	xiii
<b>CHAPTER ONE INTRODUCTION .....</b>	<b>1</b>
1.1 Background of Study .....	1
1.1.1 Pakistan .....	2
1.1.2 Khyber Pakhtunkhwa and Federal Administrative Tribal Area (FATA) .....	4
1.1.2.1 War in FATA and Khyber Pakhtunkhwa .....	5
1.1.3 Child Rights Issues in Pakistan .....	6
1.1.4 Orphanhood Issues .....	8
1.2 Children and War .....	9
1.3 Problem Statement .....	11
1.4 Research Questions .....	15
1.5 Research Objectives .....	16
1.6 Significance of the Study .....	16
1.7 Scope of the Study .....	17
1.8 Conceptual and Operational Definitions .....	17
1.9 Conclusion .....	19
<b>CHAPTER TWO LITERATURE REVIEW .....</b>	<b>20</b>
2.1 Introduction .....	20
2.2 War Trauma and Related Symptoms .....	20
2.2.1 The Impact of Loss and Post Traumatic Stress Disorder .....	22
2.2.2 Psychosocial Issues of Orphan Children .....	24
2.2.3 War Affected Children of FATA and Khyber Pakhtunkhwa .....	36
2.3 Child Care and Social Welfare System .....	40

2.3.1 Detrimental Effects of Orphan hood .....	42
2.3.2 Effects of Institutionalization on Children Development.....	45
2.4 Theoretical and Conceptual Framework .....	49
2.4.1 Psychosocial Development of Children .....	50
2.4.2 Ecological Systems Theory .....	53
2.4.3 Attachment Theory .....	56
2.4.4 Conceptual Framework.....	61
2.5 Conclusion .....	68
<b>CHAPTER THREE RESEARCH METHODOLOGY .....</b>	<b>69</b>
3.1 Introduction .....	69
3.2 Research Rationale and Design.....	69
3.3 Recruitment of Participants .....	75
3.4 Research Procedure .....	81
3.4.1 Focus Group Discussions .....	83
3.4.2 Interview Process .....	84
3.4.3 Trustworthiness/Credibility .....	85
3.4.4 Rigorousness and Robustness.....	86
3.5 Data Analysis .....	88
3.5.1 Ethical Considerations .....	89
3.5.2 Informed Consent .....	90
3.5.3 Confidentiality .....	91
3.5.4 Data Coding Procedure.....	94
3.6 Conclusion .....	96
<b>CHAPTER FOUR FINDINGS .....</b>	<b>98</b>
4.1 Introduction .....	98
4.2 Thematic Analysis .....	98
4.3 Educational Setting .....	101
4.3.1 FATA Schools Condition .....	104
4.3.1.1 Rural School Environment.....	109
4.3.1.2 Urban School Environment.....	110
4.3.1.3 Government Role for Education .....	111
4.3.1.4 Family Role for Education .....	113
4.4 Orphanage Experience .....	117

4.4.1 Environmental Harmony .....	119
4.4.2 Poverty .....	121
4.4.3 Organizational Assistance .....	122
4.4.3.1 Safety and Present Health Condition .....	125
4.4.3.2 Educational Counselling Needs .....	127
4.4.4 Grief, Loneliness and Hopelessness .....	129
4.4.5 Child Connectedness .....	132
4.4.5.1 Staff Treatment and Services .....	132
4.4.5.2 Choice of alternative care .....	134
4.4.5.3 Attachment with caregivers and peers .....	136
4.4.5.4 Family Relationship .....	138
4.4.5.5 Children Association with Each Other.....	140
4.4.5.6 Happiness through Activities .....	141
4.5 War Experience .....	143
4.5.1 Stressful Conditions .....	145
4.5.2 Fear and Tensions .....	148
4.5.3 Bereavement.....	149
4.5.4 Loss/Effects of Fatherlessness .....	152
4.5.5 Brutality .....	156
4.5.6 Revenge (بدل).....	157
4.6 War Implications .....	158
4.6.1 Understanding Conflict.....	159
4.6.1.1 Protection and Resilience .....	161
4.6.2 War against Terror in FATA .....	162
4.6.2.1 Discrimination Experience.....	165
4.6.2.2 Suicide and Landmine Bomb Blasts .....	166
4.6.2.3 Repercussive Effects of Weapon Use .....	168
4.6.3 Effects of Army Operation .....	169
4.6.3.1 Firings, Shelling's and Attacks .....	170
4.6.3.2 Displacement Effect on Children and Families .....	171
4.7 Future Ambitions .....	173
4.8 Children in Macro system .....	175
4.8.1 Justice System.....	177



4.8.2 Child Protection Policy and Implementation .....	180
4.8.3 Role of NGOs .....	183
4.8.4 Provision of Alternative Care .....	185
4.8.5 FATA and Khyber Pakhtunkhwa Cultural Values and Religious Beliefs.....	187
4.9 Conclusions .....	188
<b>CHAPTER FIVE DISCUSSION, RECOMMENDATION AND CONCLUSION</b> .....	<b>190</b>
5.1 Introduction .....	190
5.2 Psychosocial issues of war affected children in Pakistan .....	191
5.3 War Affected Children in Micro system.....	199
5.4 War Affected Children in Macrosystem .....	207
5.5 Recommendations and Policy Implementation .....	220
5.6 Limitations and Future Directions .....	225
<b>REFERENCES.....</b>	<b>227</b>



## **List of Tables**

Table 3.0 Demography of Child Participants .....	78
Table 4.0 Themes that emerged from interviews .....	100
Table 5.0 Integrated Socio-Ecological Framework .....	220



**UUM**  
Universiti Utara Malaysia

## **List of Figures**

Figure 1.2: Structure of Khyber Pakhtunkhwa Social Welfare and Women Empowerment System .....	8
Figure 2.0: Theoretical & Conceptual Design .....	62
Figure 3.0: Phenomenological Thematic Analysis Flowchart .....	92
Figure 4.0: FATA Design by TDP Support and Management Secretariat .....	177





## **List of Appendices**

Appendix A Data Collection Letter from AHSGS, UUM.....	256
Appendix B Applications for Data Collection.....	257
Appendix C Informed Consent For Participants.....	259
Appendix D Permission Letter DSWD, Peshawar .....	262
Appendix E Interview Protocol .....	263
Appendix F NVivo Data Analysis Codes/Nodes .....	265
Appendix G NVivo Clustered Model .....	268



## **List of Abbreviations**

<b>AIDS</b>	Acquired Immune Deficiency Syndrome
<b>CWPC</b>	Child Welfare Protection Commission
<b>FATA</b>	Federal Administrative Tribal Area
<b>FCR</b>	Frontier Crime Regulations
<b>FDMA</b>	FATA Disaster Management Authority
<b>HIV</b>	Human Immune Deficiency Virus
<b>IASC</b>	Inter-agency Standing Committee
<b>NDMA</b>	National Disaster Management Authority
<b>NGOs</b>	Non-Government Organizations
<b>NWFP</b>	North West Frontier Province
<b>OVC</b>	Orphan and Vulnerable Children
<b>PATA</b>	Provincial Administrative Tribal Area
<b>PDMA</b>	Provincial Disaster Management Authority
<b>PTSD</b>	Post-Traumatic Stress Disorder
<b>UN</b>	United Nations
<b>UNCRC</b>	United Nation Child Rights Commission
<b>UNICEF</b>	United Nations International Child Emergency Fund
<b>UNOCHA</b>	United Nations Office for the Coordination of Humanitarian Affairs
<b>WHO</b>	World Health Organization

## Glossary

<b>Aman Lashkar</b> (امن لشکر)	Peace Rivals
<b>Badal</b> (بدل)	Revenge
<b>Hujra</b> (ہجرہ)	Traditional community centres
<b>Jirga</b> (جرگہ)	Traditional assembly/gathering of nobles
<b>Islamic Madrassas</b> (مدرسہ)	Islamic Seminaries
<b>Sharia</b> (شریعہ)	Religious law
<b>Nang and Ghairat</b> (تنگ او غیرت)	Self-esteem and Matter of Honour
<b>Fidai</b> (فدائی)	Suicide Bomber
<b>Melmasia</b> (مہمان نوازی)	Hospitality
<b>Nanwatai</b> (ننوائی)	Formal abasement
<b>Zan</b> (زن)	Women
<b>Zar</b> (زر)	Money
<b>Zameen</b> (زمین)	Land



# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of Study

Children have tragically suffered by armed conflict/war throughout history. Because of their ethnicity, gender, disability, beliefs, cultural background, and other factors, children are particularly vulnerable in such a situation. Any conflicts are likely to lead to different levels of distress. Therefore, research on the effect of armed conflicts on the psychosocial consequences and mental health of children is required, as well as those during post-conflict situations (Save the Children International, 2018).

Pakistan has an extreme experience of prolonged turmoil since 9/11 as an ally of war against terrorism in which thousands of people lost their life. This research was inspired by the situation in my province in Pakistan and my experience as a volunteer social worker for the welfare of orphan children since 2004. I have been directly involved in multiple projects of conflict resolutions and organized events on security studies, social cohesion, child safeguarding, career coaching, peace building, and counselling. These involvements developed my skills and motivation for research on children under alternative care. Being a child rights activist, I, along with other social workers, policymakers and academic professionals in this field, have always raised my voice for child rights on public platforms and social networks to develop public awareness. I have been associated with NGOs working on the war-affected population in Khyber Pakhtunkhwa and the Federal Administrative Tribal Area (FATA). This research, thus, focused on the war-affected children from the Federal Administrative Tribal Area residing in Khyber Pakhtunkhwa orphanages. War-affected children experience an

## REFERENCES

- Abdullah, F., Shahzad, M., Riaz, F., Fatima, S., Abbasi, I., Abdullah, K. F., & Development, R. (2015). Socialization of children in Pakistan sweet homes , Islamabad: A holistic perspective. *The Explorer Islamabad: Journal of Social Sciences*, 1(5), 136–140.
- Adhikari, R. P., Upadhaya, N., Gurung, D., Luitel, N. P., Burkey, M. D., Kohrt, B. A., & Jordans, M. J. D. (2015). Perceived behavioral problems of school aged children in rural Nepal: a qualitative study. *Child and Adolescent Psychiatry and Mental Health*, 9(25), 2–9.
- Admin. (2016). Khyber Pakhtunkhwa. Retrieved January 1, 2016, from <http://www.khyberpakhtunkhwa.gov.pk/>
- Afghanistan | History, Map, Flag, Capital, Population, & Languages | Britannica.com. (n.d.). Retrieved February 6, 2018, from <https://www.britannica.com/place/Afghanistan>
- Ahmad, M. (2010). Implications of the war on terror for Khyber Pukhtunkhwa, Pakistan. *Journal of Critical Globalisation Studies*, 3(3), 102–113.
- Ahmed, Z. S., & Zeb, K. (2015). Impacts of terrorism-related violence on Pakistan and its youth. *Journal of People's Studies*, 1(2), 40–49.
- Akerman, R., & Statham, J. (2014). *Bereavement in childhood: The impact on psychological and educational outcomes and the effectiveness of support services*. Childhood Wellbeing Research Centre. ti Utara Malaysia
- Akram, M., Anjum, F., & Akram, N. (2015). Role of orphanages to oplift the socio-economic status of orphans focusing on SOS Children's villages in Punjab, Pakistan. *Mediterranean Journal of Social Sciences*, 6(3), 177–182.
- Akroyd, C. (2014). *Pakistan*. Mason Crest.
- Alemi, Q., Montgomery, S., & Stempel, C. (2018). A qualitative study exploring the psychosocial needs of male undocumented Afghan migrants in Istanbul, Turkey. *Socieites*, (April).
- Ali, M. A., Mahsud, N. K., Khan, W., & Naz, A. (2016). War against terrorism and its impact on children's academic performance in district Swat Khyber Pakhtunkhwa Pakistan. *Journal of Management Info*, 9(1), 12–20.
- Ali, M., Ullah, A., Ullah, S., Nisar, M., & Ahmad, W. (2017). Socio-Cultural aspect of violence and effects on peace settlement in sectarian conflict areas of Pakistan (A case study of Hangu, Khyber Pakhtunkhwa). *Journal of Social Science Studies*, 5(1), 115.
- Ali, R., & Ali, M. (2015). Street life in Pakistan : Causes and challenges. *Middle-East Journal of Scientific Research*, 23(1), 77–87.

- Ali, R. F. (2014a). *Kashmir NGOs and challenges with special reference to orphans*. Institute of Public Policy Research and Development, IPPRD. Retrieved from <http://ssrn.com/abstract=2546295>
- Ali, R. F. (2014b). *The deprived childhood: A case study of orphans in Kashmir*. Social Science Research Network. Retrieved from <http://ssrn.com/abstract=2481506>
- Alisic, E. (2011). *Children and Trauma*. Labor Grafimedia BV, Utrecht.
- Allen, J. G. (2008). *Coping with trauma: Hope through understanding* (Second). Washington, DC London, England: American Psychiatric Publishing.
- Allen, J. G. (2013). *Mentalizing in the development and treatment of attachment trauma*. *Mentalizing in the development and treatment of attachment trauma*.
- American Psychologist. (2013). Guidelines for psychological evaluations in child protection matters. *American Psychological Association*, 68(1), 20–31.
- Amir Zada, A., Akhtar, M., & Basharat, H. (2015). Socio-Economic impact of terrorism in Khyber Pakhtunkhwa: A study of Peshawar. *Journal of Humanities & Social Sciences*, XXIII(1), 21.
- Amnesty International. (2010). *"As if hell fell on me": The human rights crisis in Northwest Pakistan*. Retrieved from <https://www.amnesty.org/en/documents/ASA33/004/2010/en/>
- Analyti, A. (2012). *War-affected children: Psychological trauma and intervention*. *Children of war*.
- Anwar, S., & Cheema, A. R. (2017). The future of FATA: When reforms come knocking. Retrieved April 23, 2018, from <http://blogs.lse.ac.uk/southasia/2017/10/26/the-future-of-fata-when-reforms-come-knocking/>
- APA. (1994). *Publication manual of the American Psychological Association*. American Psychological Association (4th ed.). Washington, DC, US: American Psychological Association.
- Ardino, V. (2011). *Post-traumatic syndromes in childhood and adolescence*. John Wiley & Sons, Ltd.
- Armstrong, L. L., & Young, K. (2015). Mind the gap: Person-centred delivery of mental health information to post-secondary students. *Psychosocial Intervention*, 24(2), 83–87. <https://doi.org/10.1016/j.psi.2015.05.002>
- Atrash, H.K. (2011). Parents' Death and its Implications for Child Survival. *Rev Bras Crescimento Desenvolv Hum*, 21(3), 759–770.
- Atwine, B., Cantor-Graae, E., & Bajunirwe, F. (2005). Psychological distress among AIDS orphans in rural Uganda. *Social Science & Medicine*, 61(3), 555–564.
- Ayesha, K., Asad, S., Sidra, K., & Fatima, H. (2013). *Child protection system mapping*

- and assessment. UNICEF Islamabad. Retrieved from [www.researchcollective.org](http://www.researchcollective.org)
- Azhar, M., Janjua, T. A., Rahim, S., & Abdul Rehman, A. (2013). War on terror: The young sufferers. *Pakistan Armed Forces Medical Journal*, (4), 109–113.
- Baary, J., & Webb, D. (2008). Who are the most vulnerable? Disaggregating orphan categories and identifying child outcome status in Tanzania. *Vulnerable Children and Youth Studies*, 3(2), 92–101.
- Bachman DeSilva, M., Skalicky, A., Beard, J., Cakwe, M., Zhuwau, T., Quinlan, T., & Simon, J. (2012). Early impacts of orphaning: Health, nutrition, and food insecurity in a cohort of school-going adolescents in South Africa. *Vulnerable Children and Youth Studies*, 7(1), 75–87.
- Balk, D. E. (2010). *Children's encounters with death, bereavement and coping*. New York: Springer Publishing Company.
- Bambo, D., Bth, N., Cnm, D. J.M., Ret, U., & Mph, P. M. T. (2013). An assessment of a home-based program for children orphaned by HIV / AIDS in Cameroon Africa. *Journal of HIV/AIDS & Social Services*, 12, 63–80.
- Bangpan, M., Dickson, K., Felix, L., & Chiumento, A. (2017). *The impact of mental health and psychosocial support programmes for populations affected by humanitarian emergencies*. Humanitarian Evidence Programme.
- Barenbaum, J., Ruchkin, V., & Schwab-Stone, M. (2004). The psychosocial aspects of children exposed to war: Practice and policy initiatives. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 45(1), 41–62.
- Barnard, P., Morland, I., & Nagy, J. (1999). *Children, bereavement and trauma*. London and Philadelphia: Jessica Kingsley Publishers.
- Bazeley, P. (2013). *Qualitative data analysis: Practical strategies*. Los Angeles, London, New Delhi, Singapore: Sage.
- Bazeley, P., & Jackson, K. (2013). *Qualitative data analysis with Nvivo*. SAGE Publications Ltd.
- Beinum, V., Barter, C., Emond, R., Francis, J., Boddy, J., Dixon, J., ... & O'Neill, T. (2007). *Residential child care: Prospects and challenges*. (A. Kendrick, Ed.). London and Philadelphia: Jessica Kingsley Publishers.
- Bell, T., & Romano, E. (2015). Child resilience in out-of-home care: Child welfare worker perspectives. *Children and Youth Services Review*, 48, 49–59.
- Bellal, A. (2015). *The War Report: Armed Conflict in 2014*. OUP Oxford.
- Ben-Aryeh, A., Frønes, I., Casas, F., & Korbin, J.E. (Eds.). (2014). *Handbook of child well-being: Theories, methods and policies in global perspective*. Springer.
- Berens, A. E., & Nelson, C. A. (2015). The science of early adversity: Is there a role for large institutions in the care of vulnerable children? *Lancet*, 386(9991), 388–



- Berry, J. de. (2002). *Children affected by armed conflict in Pakistan*.
- Betancourt, Theresa S., Williams, T. P., Kellner, S. E., Gebre-Medhin, J., Hann, K., & Kayiteshonga, Y. (2012). Interrelatedness of child health, protection and well-being: An application of the SAFE model in Rwanda. *Social Science and Medicine*, 74(10), 1504–1511.
- Betancourt, Theresa S, Meyers-Ohki, M. S. E., Charrow, M. A. P., & Toi, W. A. (2013a). Interventions for children affected by war: An ecological perspective on psychosocial support and mental health care. *Harvard Review of Psychiatry*, 21(2), 70.
- Betancourt, Theresa S, Meyers-Ohki, S. E., Charrow, A. P., & Toi, W. A. (2013b). Interventions for children affected by war: An ecological perspective on psychosocial support and mental health care. *Harvard Review of Psychiatry*, 21(2), 70–91.
- Betancourt, Theresa S, Meyers-Ohki, S. E., Charrow, A. P., & Tol, W. A. (2013c). Interventions for children affected by war. *Harvard Review of Psychiatry*, 21(2), 70–91.
- Betancourt, Theresa S, & Williams, T. (2008). Building an evidence base on mental health interventions for children affected by armed conflict. *Intervention (Amstelveen, Netherlands)*, 6(1), 39.
- Betancourt, Theresa Stichick. (2005). Stressors, supports and the social ecology of displacement: Psychosocial dimensions of an emergency education program for Chechen adolescents displaced in Ingushetia, Russia. *Culture, Medicine and Psychiatry*, 29(3), 309–340.
- Betancourt, Theresa Stichick, & Khan, K. T. (2008). The mental health of children affected by armed conflict: Protective processes and pathways to resilience. *International Review of Psychiatry*, 20(3), 317–328.
- Bettmann, J.E., Mortensen, J.M., & Akuoko, K. O. (2015). Orphanage caregivers' perceptions of children's emotional needs. *Children and Youth Services Review*, 49, 71–79.
- Bhadra, S. (2016). Psycho-Social support for protection of children in disasters. In *Child Safety, Welfare and Well-being* (pp. 259–278). Springer India.
- Bhat, A. A., Rahman, S., & Bhat, N. M. (2015). Mental health issues in institutionalized adolescent orphans. *The International Journal of Indian Psychology*, 3(1), 57–77.
- Blower, A., Addo, A., Hodgson, J., Lamington, L., & Towlson, K. (2004). Mental health of 'looked after' children: A needs assessment. *Clinical Child Psychology and Psychiatry*, 9(1), 117–129.
- Bolton, P., Michalopoulos, L., Ahmed, A. M.A., Murray, L. K., & Bass, J. (2013). The

- mental health and psychosocial problems of survivors of torture and genocide in Kurdistan, Northern Iraq: a brief qualitative study. *Torture: Quarterly Journal on Rehabilitation of Torture Victims and Prevention of Torture*, 23(1), 1–14.
- Bone, C., O'Reilly, M., Karim, K., & Vostanis, P. (2015). "They're not witches...." Young children and their parents' perceptions and experiences of Child and Adolescent Mental Health Services. *Child: Care, Health and Development*, 41(3), 450–458.
- Boothby, N., Strang, A., & Wessells, M. G. (2006). *A world turned upside down: Social ecological approaches to children in war zones*. Kumarian Press, Incorporated.
- Boris, N. W., Brown, L. A., Thurman, T. R., Rice, J. C., Snider, L. M., Ntaganira, J., & Nyirazinyoye, L. N. (2008). Depressive symptoms in youth heads of household in rwanda: Correlates and implications for intervention. *Archives of Pediatrics & Adolescent Medicine*, 162(9), 836–843.
- Bowlby, J. (1969). *Attachment and loss: Attachment. Attachment* (Vol. 1).
- Bowlby, J. (1980). *Attachment and loss: Loss, sadness and depression* (Vol. 3).
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101.
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A practical guide for beginners*. sage.
- Bretherton, D., & Fang-Law, S. (Eds.). (2015). *Methodologies in peace psychology*. Springer.
- Brinkmann, S. (2013). *Qualitative interviewing understanding qualitative research*.
- Bronfenbrenner, U. (1977). Toward an experimental ecology of human development. *American Psychologist*, 32(7), 513–531.
- Bronfenbrenner, Urie. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, Massachusetts, and London, England: Harvard University Press.
- Bronfenbrenner, Urie. (1986). Ecology of the family as a context for human development: Research perspectives. *Developmental Psychology*, 22(6), 723.
- Bronfenbrenner, Urie, & Morris, P. A. (1998). *The ecology of developmental processes*. John Wiley & Sons Inc.
- Browne, K. (2009). *The risk of harm to young children in institutional care*. UK.
- Buglass, E. (2010). Grief and bereavement. *Nursing Standard*, 24(41), 44–47.
- Bukhari, S. A. A. (2017). The Islamic Military Alliance against Terrorism: Efficacy and Challenges. *Pakistan Journal Peace & Conflict Studies*, 2(1), 59–69.

- Cacciatore, J., & Flint, M. (2012). Attend: Toward a mindfulness-based bereavement care model. *Death Studies*, 36(1), 61–82.
- Cameron, R. J., & Maginn, C. (2009). *Achieving positive outcomes for children in care*. Sage.
- Cassidy, J., & Phillip R., S. (2008). *Handbook of attachment; Theory, research, and clinical applications*. The Guilford Press.
- Cassol, H., Pétré, B., Degrange, S., Martial, C., Charland-Verville, V., Lallier, F., ... Laureys, S. (2018). Qualitative thematic analysis of the phenomenology of near-death experiences. *PLoS ONE*, 13(2), 1–14.
- Catani, C., Jacob, N., Schauer, E., Kohila, M., & Neuner, F. (2008). Family violence, war, and natural disasters: A study of the effect of extreme stress on children's mental health in Sri Lanka. *BMC Psychiatry*, 8(33), 1–10.
- Cefai, C. (2008). *Promoting resilience in the classroom: A guide to developing pupils' emotional and cognitive skills*. London and Philadelphia: Jessica Kingsley Publishers.
- Chan, Z. C., Fung, Y., & Chien, W. (2013). Bracketing in phenomenology: Only undertaken in the data collection and analysis process? *The Qualitative Report*, 18(59), 1–9.
- Chesnay, M. De. (2015). *Nursing Research Using Phenomenology: Qualitative Designs and Methods in Nursing*.
- Christensen, P., & James, A. (Eds.). (2000). *Research with children*. Falmer Press London and New York.
- Cluver, L., & Gardner, F. (2006). The psychological well-being of children orphaned by AIDS in Cape Town, South Africa. *Annals of General Psychiatry*, 5(1), 8.
- CPWC. (2016a). *CPW amendment act 2016*. Retrieved from [http://kpcpwc.gov.pk/Advertisement 2016-8-18/CPW-Amendment-Act-2016 for website.pdf](http://kpcpwc.gov.pk/Advertisement%202016-8-18/CPW-Amendment-Act-2016%20for%20website.pdf)
- CPWC. (2016b). *Khyber Pakhtunkhwa Child Protection Breif*. Retrieved from [http://kpcpwc.gov.pk/Advertisement 2016-8-18/Brief CPWC.pdf](http://kpcpwc.gov.pk/Advertisement%202016-8-18/Brief%20CPWC.pdf)
- Creswell, J W. (2003). *Research design Qualitative quantitative and mixed methods approaches*.
- Creswell, John W. (2007). *Qualitative enquiry & research design, choosing among five approaches*. Sage Publications, Inc. (Vol. 2).
- Creswell, John W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Educational Research (Vol. 3).
- Creswell, John W. (2013). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.



- Creswell, John W. (2014). *Research Desgin. SAGE Publications* (4th ed.).
- Cummings, E. M., Goeke-Morey, M. C., Schermerhorn, A. C., Merrilees, C. E., & Cairns, E. (2009). Children and political violence from a social ecological perspective: Implications from research on children and families in Northern Ireland. *Clinical Child and Family Psychology Review*, 12(1), 16–38.
- Cummings, E. M., Merrilees, C. E., Taylor, L. K., & Mondì, C. F. (2017). *Political violence, armed conflict, and youth*. Springer.
- D'Amico, M., Denov, M., Khan, F., Linds, W., & Akesson, B. (2016). Research as intervention? Exploring the health and well-being of children and youth facing global adversity through participatory visual methods. *Global Public Health*, 11(5–6), 528–545.
- Daniel, B. (2005). Introduction to issues for health and social care in neglect. *Neglect: Practice Issues for Health and Social Care*. London: Jessica Kingsley Publishers. Contact: For More Information on This Project, Please Contact Jane Scott Tel, 44(0), 1875.
- Daniel, Brigid, & Wassel, S. (2002). *Adolescence: Assessing and promoting resilience in vulnerable children 3* (3rd ed.). London and Philadelphia: Jessica Kingsley Publishers.
- Danny, B., Ruth, P.-H., & Julian, D. F. (2009). *Treating traumatized children: Risk, resilience and recovery*. Routhledge. London and New York: Routledouge, Taylor & Francis Gourp.
- Darlington, Y., & Scott, D. (2002). Qualitative research in practice. Stories from the Field 2nd Edition. *Journal of Orthopaedic Nursing*, 6(4), 237–238.
- Davies, M. M. (2004). Innocent victims/active citizens: Children and media war coverage. *Mediactive*, (3), 55–66.
- Deb, S. (2005). Child trafficking in South Asia: Dimensions, roots, facets & interventions. *Social Change*, 35(2), 143–155.
- Deb, S. (2016). *Child Safety, welfare and well-being*. Springer India.
- Deeba, F., & Rapee, R. M. (2015). Prevalence of traumatic events and risk for psychological symptoms among community and at-risk children and adolescents from Bangladesh. *Child and Adolescent Mental Health*.
- Dent, R. J., & Cameron, R. J. S. (2003). Developing resilience in children who are in public care: The educational psychology perspective. *Educational Psychology in Practice*, 19(1), 3–19.
- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2017). *The SAGE handbook of qualitative research* (Fifth). Sage.
- Diab, M., Peltonen, K., Qouta, S. R., Palosaari, E., & Punamaki, R. L. (2015).



Effectiveness of psychosocial intervention enhancing resilience among war-affected children and the moderating role of family factors. *Child Abuse and Neglect*, 40, 24–35.

Dopp, A. R., & Cain, A. C. (2012). The role of peer relationships in parental bereavement during childhood and adolescence. *Death Studies*, 36(1), 41–60.

Dubow, E. F., Huesmann, L. R., & Boxer, P. (2009). A social-cognitive-ecological framework for understanding the impact of exposure to persistent ethnic–political violence on children’s psychosocial adjustment. *Clinical Child and Family Psychology Review*, 12(2), 113–126.

Durrani, A., Mahsood, N., Ali, I., Kibria, Z., & Imtiaz, A. (2017). Psycho-social impact of Army Public School terrorist attack on high school children in district Peshawar, Khyber Pakhtunkhwa, Pakistan. *Khyber Medical University Journal*, 9(3), 130–134.

Durrani, S. A. (2011). Child assembly ensures a voice for youth affected by crises in Swat, Pakistan. Retrieved November 7, 2015, from [http://www.unicef.org/protection/pakistan\\_57592.html](http://www.unicef.org/protection/pakistan_57592.html)

Dybdahl, R. (2001). Children and Mothers in War: An Outcome Study of a Psychosocial Intervention Program. *Child Development*, 72(4), 1214.

Earle, J. (2013). Emotional and behavioural problems. *Growing up in the UK – Ensuring a Healthy Future for Our Children*, 121–148.

El Koumi, M. a, Ali, Y. F., El Banna, E. a, Youssef, U. M., Raya, Y. M., & Ismail, A. a. (2012). Psychiatric morbidity among a sample of orphanage children in Cairo. *International Journal of Pediatrics*.

Elbedour, S., Ten Bense, R., & Bastien, D. T. (1993). Ecological integrated model of children of war: Individual and social psychology. *Child Abuse & Neglect*, 17(6), 805–819.

Erango, M. (2015). Psychosocial support and parents’ social life determine the self-esteem of orphan children. *Risk Management and Healthcare Policy*, 8, 169–173.

Escueta, M., Whetten, K., Ostermann, J., & O’Donnell, K. (2014). Adverse childhood experiences, psychosocial well-being and cognitive development among orphans and abandoned children in five low income countries. *BMC International Health & Human Rights*, 14(1), 1–13.

Etkin, D. (2014). *Disaster theory: An interdisciplinary approach to concepts and causes*.

Fairbank, J. A., & Fairbank, D. W. (2009). Epidemiology of child traumatic stress. *Current Psychiatry Reports*, 11(4), 289–295.

Farinelli, L., & Guerrero, L. K. (2011). Associations between caregiving and health outcomes among parents of children with mental illness: an attachment

perspective. *Health Communication*, 26(3), 233–245.

Farooq, R. A. (1994). *Education system in Pakistan: Issues and problems*. Asia Society for PR.

Farooqi, Y. N., & Intezar, M. (2009). Differences in self-esteem of orphan children and children living with their parents. *Journal of the Research Society of Pakistan*, 46(2), 115–130.

FDMA. (2017). *Annual Report 2016*. Retrieved from <http://www.fdma.gov.pk/publication-documents/fdma-annual-report>

Fernando, C., & Ferrari, M. (2011). Spirituality and resilience in children of war in Sri Lanka. *Journal of Spirituality in Mental Health*, 13(1), 52–77.

Fernando, C., & Ferrari, M. (Eds.). (2013). *Resilience in children of war*. Springer New York Heidelberg Dordrecht London.

Field, N. P., Gao, B., & Paderna, L. (2005). Continuing bonds in bereavement: An attachment theory based perspective. *Death Studies*, 29(4), 277–299.

Flagthier, C. (2016). *Alternative child care and deinstitutionalisation in Asia findings of a desk review*.

Flanagan, R., Allen, K., & Levine, E. (2015). *Cognitive and behavioral interventions in the Schools*. Springer.

Flick, U. (2011). *The SAGE handbook of qualitative data analysis*. The SAGE Handbook.

Folaranmi, O. O., & Olusegun, O. Z. (2015). Child detachment as a correlate of social well-being of orphaned children in Ibadan and Abeokuta, Nigeria. *Mediterranean Journal of Social Sciences*, 6(3), 113–120.

Foster, D., Davies, S., & Steele, H. (2003). The evacuation of British children during World War II: A preliminary investigation into the long-term psychological effects. *Aging & Mental Health*, 7(5), 398–408.

Foster, H., & Brooks-Gunn, J. (2015). Children's exposure to community and war violence and mental health in four African countries. *Social Science and Medicine*, 146, 292–299.

Fox, J., & Jones, K. D. (2013). DSM-5 and bereavement: The loss of normal grief. *Journal of Counseling & Development*, 91, 113–119.

Gana, C., Adekola Oladele, E., Anoj, C., Saleh, M., Irene, P., Khamofu, H., ... Chabikuli, O. N. (2014). Targeting orphaned and vulnerable adolescents with services: Experience with adopting a multisectoral approach in Nigeria. *Vulnerable Children and Youth Studies*, 9(1), 66–74.

Ganga, E., & Maphalala, M. C. (2013). Cognitive learning: A life-line challenge for orphans and vulnerable children in child-headed households. *Journal of Social* 235

*Science*, 36(1), 49–58.

- Gangi, J.M., & Barowsky, E. (2009). Listening to Children's Voices: Literature and the Arts as Means of Responding to the Effects of War, Terrorism, and Disaster. *Childhood Education*, 85(6), 357–363.
- Gatsi, R. (2014). Analysis of the impact of existing intervention programmes on psychosocial needs: Teenage orphans. *Academic Research International*, 5(1), 180–198.
- Gauvain, M., Marshall, M. H., & Janette, B. B. (2008). Vygotsky's Sociocultural Theory. In *Encyclopedia of Infant and Early Childhood Development* (pp. 404–413).
- Getachew, H., Ambaw, F., Abebe, L., & Kasahun, W. (2011). Psychological distress and its predictors in AIDS orphan adolescents in Addis Ababa city: a comparative survey. *Ethiopian Journal of Health Development*, 25(2), 135–142.
- Gilbert, N. (2012). A comparative study of child welfare systems: Abstract orientations and concrete results. *Children and Youth Services Review*, 34(3), 532–536.
- Gini, G. (2008). Associations between bullying behaviour, psychosomatic complaints, emotional and behavioural problems. *Journal of Paediatrics and Child Health*, 44(9), 492–497.
- Giordano, F., Boerchi, D., Hurtubia, V., Maragel, M., Koteit, W., Yazbek, L., & Castelli, C. (2014). Risk and protection in mental health among Syrian children displaced in Lebanon. In *The Second World Congress on Resilience: FROM Person To Society* (pp. 703–712).
- Giordano, Francesca, Maragel, D. B. V. H. M., & Castelli, W. K. L. Y. C. (2014). Risk and protection in mental health among Syrian children displaced in Lebanon. In *The Second World Congress on Resilience: FROM Person To Society* (pp. 703–712). Monduzzi Editore International Proceedings Division.
- Giorgi, A. (2012). The descriptive phenomenological psychological method. *Journal of Phenomenological Psychology*, 47(1), 3–12.
- Goodwin, J. (1988). Post-traumatic symptoms in abused children. *Journal of Traumatic Stress*, 1(4), 475–488. <https://doi.org/10.1007/BF00980367>
- Grant, Julian; Guerin, P. B. (2014). Applying ecological modeling to parenting for Australian refugee families. *Journal of Transcultural Nursing*, 25(4), 325–333.
- Greene, S., & Hogan, D. (Eds.). (2005). *Researching children's experience: Approaches and methods*. London Thousand Oaks and New Delhi: Sage Publications.
- Groenewald, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods*, 3(1), 1–26.



- Guest, Y. (2015). *A psychosocial exploration of the lifelong impact of being in care as a child and resilience over a life span*. Retrieved from <http://eprints.uwe.ac.uk/24515/>
- Gul, I. (2017). Despite govt tall claims, education is still in dismal state in war-frayed Fata. Retrleved March 10, 2018, from <https://www.tribalpost.pk/featured/5735/despite-govts-tall-claims-education-still-dismal-state-war-frayed-fata>
- Gul, R., & Irshad, E. (2016). Trauma of war and emotional reactions by Internally displaced and un-displaced children. *Gomal University Journal of Research*, (1), 88–92.
- Gupta, A. (2014). *Beyond Strategies: Cultural Dynamics in Asian Connections*, by Priya Singh, Suchandana Chatterjee, Anita Sengupta and Arpita Basu Roy. Taylor & Francis.
- Gupta, D., & Gupta, N. (2014). Risk of post traumatic stress disorder (PTSD) in children living in foster care and institutionalised settings. *Institutionalised Children Explorations and Beyond*, 1(1), 45–56.
- Halne, R. A., Ayers, T. S., Sandler, I. N., & Wolchik, S. A. (2008). Evidence-based practices for parentally bereaved children and their families. *Professional Psychology: Research and Practice*, 39(2), 113–121.
- Hall, C. (2014). Bereavement theory: Recent developments in our understanding of grief and bereavement. *Bereavement Care*, 33(1), 7–12.
- Hameed, K. (2012). *Children in armed conflicts: A case study on the tribal areas of Pakistan*.
- Hammer, M. R. (2007). *Saving lives: The SAFE model for resolving hostage and crisis incidents*. Greenwood Publishing Group.
- Harker, C., Hörschelmann, K., & Skelton, T. (Eds.). (2016). *Conflict, Violence and Peace*. Springer.
- Harreveld, B., Danaher, M., Lawson, C., Knight, B. A., & Busch, G. (Eds.). (2015). *Constructing Methodology for Qualitative Research: Researching Education and Social Practices*. Springer.
- Hasanović, M., Sinanović, O., Selimbasić, Z., Pajević, I., & Avdibegović, E. (2006). Psychological disturbances of war-traumatized children from different foster and family settings in Bosnia and Herzegovina. *Croatian Medical Journal*, 47(1), 85–94.
- Hassan, G., Ventevogel, P., Jefee-Bahloul, H., Barkil-Oteo, A., & Kirmayer, L. J. (2016). Mental health and psychosocial wellbeing of Syrians affected by armed conflict. *Epidemiology and Psychiatric Sciences*, 25(02), 129–141.
- Hawley, D. (2012). *Outcome research in the three modalities of orphan care: A critical*



- review. University of Wisconsin-Stout.
- Heidegger, M. (2010). *Introduction to Phenomenological research. Topics in companion animal medicine* (Vol. 25).
- High, A. J. (2013). China's Orphan Welfare System: Laws, Policies and Filled Gaps. *University of Pennsylvania East Asian Law Review*, 8, 126–176.
- Hirani, S. A. A. (2014). Vulnerability of internally displaced children in disaster relief camps of Pakistan: Issues, challenges, and way forward. *Early Child Development and Care*, 184(9–10), 1499–1506.
- Homes, J. (1993). *John Bowlby and Attachment Theory*. Routhledge. London and New York.
- Hornbuckle, S. R. (2010). Factors impacting the child with behavioral inhibition. *Forum on Public Policy Online*, 2010(5), 1–10.
- Housen, T., Lenglet, A., Ariti, C., Shah, S., Shah, H., Ara, S., ... Pintaldi, G. (2017). Prevalence of anxiety, depression and post-traumatic stress disorder in the Kashmir Valley. *BMJ Global Health*, 2, e000419.
- Humanium. (2016). Children of Pakistan. Retrieved from <https://www.humanium.org/en/pakistan/>
- Humphreys, K. L., Gleason, M. M., Drury, S. S., Miron, D., Nelson, C. a, Fox, N. a, & Zeanah, C. H. (2015). Effects of institutional rearing and foster care on psychopathology at age 12 years in Romania: follow-up of an open, randomised controlled trial. *The Lancet Psychiatry*, 2(7), 625–634.
- Huq, A. K. O., Chowdhury, T., Roy, P., & Haque, K. M. F. (2013). Healthcare facilities and nutritional status of orphans residing in selected orphanage in capital city of Bangladesh. *Int J Curr Microbiol App Sci*, 2(10), 118–125.
- Hussain, B. A. (2013). Invisible wounds: Impacts of war and terrorism on children. *Journal of Pioneering Medical Sciences Biogs*, (6), 1–4.
- Hussain, B., & Mohammad, O. S. (2014). Policing money laundering: A case study of Afghanistan. *Pakistan Journal of Criminology*, 6(1), 245–259.
- Hussain, S. (2015). Peshawar children haunted by Pakistan school tragedy. Retrieved November 7, 2015, from <http://www.aa.com.tr/en/world/peshawar?children?haunted?by?pakistan?school?tragedy/84030>
- Huynh, H. (2014). New directions in orphan and vulnerable children policy and research: A focus on supporting “Suitable” institutions when placement is “Necessary” for a child: the community. *Am J Orthopsychiatry*, 84(4), 387–394.
- IASC. (2007). *IASC (Inter-Agency Standing Committee) Guidelines on Mental Health and Psychosocial Support in Emergency Settings*.

- Ikiugu, M. N., & Ciaravino, E. A. (2007). *Psychosocial conceptual practice models in occupational therapy: Building adaptive capability*. Elsevier Health Sciences.
- Impact of terrorism on people. (2015). Retrieved November 4, 2015, from <http://www.guloonan.nu/activities>
- Iqra Shabbir. (2014). Psychological Abstracts. In *Coping Strategies and Psychological Well-Being of Orphan Children* (p. 82).
- Jabeen, T. (2013). Our children are our children: non-government organizations working on children's issues in Pakistan, and their relationship with the state. *OIDA International Journal of Sustainable Development*, 6(1), 12–18.
- Jabeen, T. (2016). Child protection legislation in Pakistan: Bringing international child rights obligations and local values together. *Pakistan Journal of Criminology*, 8(3), 16.
- Jamal, A. (2016). Why he won't send his daughter to school—barriers to girls' education in Northwest Pakistan: A qualitative delphi study of Pashtun men. *SAGE Open*, 6(3).
- Jayawickreme, D. E. R. (2010). *Well-being and war: Competencies and posttraumatic growth among war-affected populations in Sri Lanka*. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi>
- Jeffrey C., A. (2012). *Trauma: A Social Theory*. UK and USA: Polity.
- Jeganathan, T. (2014). Improving national care standards in South Asia. *Institutionalised Children Explorations and Beyond*, 1(1), 68–77.
- Johnson, R., Browne, K., & Hamilton-Giachritsis, C. (2006). Young children in institutional care at risk of harm. *Trauma, Violence & Abuse*, 7(1), 34–60.
- Jones, L. (2008). Responding to the needs of children in crisis. *International Review of Psychiatry (Abingdon, England)*, 20(3), 291–303.
- Jones, S. L., & Schmidt, C. K. (2013). Psychosocial effects of disaster in children and adolescents, significance and management. *Nursing Clinics of North America*, 48(2), 229–239.
- Jong, K., & Kleber, R. (2014). Early psychosocial interventions for refugees and war-affected populations. *Reconstructing Early Interventions after Trauma*, 184–193.
- Jordans, M. J. D., Komproe, I. H., Toi, W. A., & De Jong, J. T. V. M. (2009). Screening for psychosocial distress amongst war-affected children: Cross-cultural construct validity of the CPDS. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 50(4), 514–523.
- Jordans, Mark J. D., Toi, W. A., & Ventevogel, P. (2014). New frontiers in mental health and psychosocial wellbeing in low resource and conflict affected settings. *Intervention: Journal of Mental Health and Psychosocial Support in Conflict*

*Affected Areas*, 12(4), 5–14.

- Jordans, Mark JD, Pigott, H., & Tol, W. A. (2016). Interventions for children affected by armed conflict: A systematic review of mental health and psychosocial support in Low- and Middle-Income Countries. *Curr Psychiatry Rep*, 18(9), 1–15.
- Jordans, Mark J D, Tol, W. A., Komproe, I. H., & De Jong, J. V. T. M. (2009). Systematic review of evidence and treatment approaches: Psychosocial and mental health care for children in war. *Child and Adolescent Mental Health*, 14(1), 2–14.
- Kaleem, A., & Ahmed, S. (2015). The Quran and Poverty Alleviation, (1997), 409–428.
- Kang'ethe, S. M., & Makuyana, A. (2014). Orphans and vulnerable children (OVC) care institutions: Exploring their possible damage to children in a few countries of the developing world. *Journal of Social Sciences*, 38(2), 117–124.
- Kang, M., Dunbar, M., Laver, S., & Padian, N. (2008). Maternal versus paternal orphans and HIV/STI risk among adolescent girls in Zimbabwe. *AIDS Care*, 20(2), 214–217.
- Karadzhov, D. (2015). Assessing resilience in war-affected children and adolescents: A critical review. *Journal of European Psychology Students*, 6(3), 1–13.
- Kausar, T. (2013). *Degenerated madrassas and leadership crisis in south asia a critical study of madrassas in Pakistan*. University of Phoenix.
- Kazim, A. A., & Mohamed, S. H. (2016). Assessment of psychological status of orphans in orphanages in Baghdad City. *Kufa Journal for Nursing Sciences*, 1(6), 121–129.
- Kearney, A. (2015). *UNICEF Pakistan: Annual Report 2014*. Retrieved from [http://www.unicef.org/pakistan/UNICEF\\_Pakistan\\_Annual\\_Report\\_2014.pdf](http://www.unicef.org/pakistan/UNICEF_Pakistan_Annual_Report_2014.pdf)
- Khaliq, F. (2010). Peace brings little hope to Swat orphans. Retrieved November 7, 2015, from <http://tribune.com.pk/story/78340/peace?brings?little?hope?to?swat?orphans/>
- Khan, G. (2013). Street children and rehabilitation services in Pakistan. *Journal of Behavioural Sciences*, 23(2), 2013.
- Khan, H. (2006). Childhood in Pakistan : the situation, the challenges and the response
- Khan, M.A., Kanwal, N., & Wang, L. (2018). Violent attacks on education in the tribal areas of Pakistan and the role of NGOs in providing educational services. *Conflict, Security & Development*, 18(2), 113–136.
- Khan, S. M., & Manarvi, I. (2011). Analyzing the terrorist activities and their implications in Pakistan through datamining. *Global Journal of Management And Business Research*, 11(1), 35–40.



- Khan, W. (2016). Conflict in Kashmir: Psychosocial consequences on children. In *Child Safety, Welfare and Well-being* (pp. 83–93). Springer India.
- Khan, Z. (2011). Military operations in FATA and PATA: Implications for Pakistan. *Institute of Strategic Studies, Islamabad (ISSI)*, 129–146.
- Khattak, A. R. K. (2017). Reforms to the federally administered area of Pakistan (Fata)- An unresolved problem. *Asian Affairs*, 48(3), 529–542.
- Khattak, M. K., Afridi, D., & Zeb, A. (2013). Workplace conditions: Impact on the physiological conditions of labour children in district Kohat, Pakistan. *Journal of Business Strategies*, 7(2), 53–62.
- Kiriakidis, S. P. (2010). Longitudinal studies predicting juvenile delinquency from child-rearing practices. *International Journal of Special Education*, 25(1), 94–105.
- Kohrt, B. A., Jordans, M. J. D., Tol, W. A., Perera, E., Karki, R., Koirala, S., & Upadhaya, N. (2010). Social ecology of child soldiers: child, family, and community determinants of mental health, psychosocial well-being, and reintegration in Nepal. *Transcultural Psychiatry*, 47(5), 727–753.
- Kozulin, A., Gindis, B., Ageyev, V. S., & Miller, S. M. (2003). *Vygotsky's Educational Theory in Cultural Context*. Educational Research.
- Kukla, A. (1999). *Social Constructivism and The Philosophy of Science*.
- Laird, S. E. (2006). Social work practice to support survival strategies in sub-Saharan Africa. *British Journal of Social Work*, 38(1), 135–151.
- Landgren, K. (2005). The Protective Environment: Development support for child protection. *Human Rights Quarterly*, 27(1), 214–248.
- Lansford, J. E., & Banati, P. (2018). *Handbook of Adolescent Development Research and Its Impact on Global Policy*. Oxford University Press.
- Larkin, W., & Anthony P, M. (2006). *Trauma and psychosis: New directions for theory and therapy*. London and New York: Routledge, Taylor & Francis Group.
- Leanne, T. (2015). *A phenomenological enquiry*.
- Levy, B. S., & Victor W. Sidel. (2007). *War and Public Health*. Oxford. New York: Oxford University Press.
- Light, Donald W., J. (1973). *An Analysis of Erikson's and Piaget's Theories Of Human Growth. Final Report*.
- Lith, B. K., Graaff, D. de, Jansveld, E., & Jager, A. de. (2007). *State of the art psychosocial interventions with children in war-affected areas*. Retrieved from [www.warchild.nl](http://www.warchild.nl)
- Luecken, L. J. (2008). Record Display. In W. (Ed) Stroebe, Margaret S. (Ed); Hansson, Robert O. (Ed); Schut, Henk (Ed); Stroebe (Ed.), *Handbook of bereavement*



- research and practice* (pp. 397–416). Washington, DC, US: American Psychological Association.
- Luthar, S. S. (2003). *Resilience and vulnerability: Adaptation in the context of childhood adversities*. Cambridge University Press.
- Lynd, D. (2007). The education system in Pakistan: Assessment of the national education census. *Islamabad: UNESCO*, 25.
- Machel, G. (2001). The impact of war on children. *AFRICAN SECURITY REVIEW*, 11(1), 104.
- Mahmood, A. (2015). Child Rights in the Federally Administered Tribal Areas (FATA) of Pakistan: Analyses and A Way Forward. *Paragraph*, 23(2).
- Majeed, R., Khan, M. A., & Khan, N. S. (2014). A comparative study of personality differences between orphans and non orphans of Lahore. *Journal of Psychiatry*, 11(2), 19–22.
- Malik, I. H. (2016). *Pashtun identity and geopolitics in Southwest Asia: Pakistan and Afghanistan Since 9/11*. Anthem Press.
- Mansoor, T., & Yaqoob, T. (2013). Psychological impact of disaster and rehabilitation of children in orphanages. *Journal of Asian Development Studies*, 2(3), 6–17.
- Manuel, P. (2002). Assessment of orphans and their caregivers' psychological well-being in a rural community in central Mozambique.
- Marais, L., Sharp, C., Pappin, M., Rani, K., Skinner, D., Lenka, M., ... Serekoane, J. (2014). Community-based mental health support for orphans and vulnerable children in South Africa: a triangulation study. *Vulnerable Children and Youth Studies*, 9(2), 151–158.
- Marczyk, G., DeMatteo, D., & Festinger, D. (2005). *Essentials of research design and methodology*. John Wiley & Sons Inc.
- Martin, P. Y., & Jackson, S. (2002). Educational success for children in public care: Advice from a group of high achievers. *Child and Family Social Work*, 7(2), 121–130.
- Martinez, H. S. J. (2016). *A Qualitative Analysis of the grieving process for parentally bereaved siblings in the Harvard Child bereavement study*.
- Masten, A. S., & Narayan, A. J. (2012). Child development in the context of disaster, war, and terrorism: Pathways of risk and resilience. *Annual Review of Psychology*, 63(1), 227–257.
- Masten, A. S., Narayan, A. J., Silverman, W. K., & Osofsky, J. D. (2015). Children in War and Disaster. In R. M. Lerner (Ed.), *Handbook of Child Psychology and Developmental Science* (7th ed., pp. 1–42). John Wiley & Sons, Inc.
- Masuka, T., Banda, R., Mabvurira, V., & Frank, R. (2012). Preserving the future: social

- protection programmes for orphans and vulnerable children (ovc) in Zimbabwe. *International Journal of Humanities and Social Science*, 2(12), 59–66.
- Mathew Joseph, C. (Ed.). (2017). *Understanding Pakistan: Emerging voices from India*. Routledge.
- Maykut, P., & Morehouse, R. (2005). *Beginning qualitative research: A philosophical and practical guide*. The Falmer Press.
- McCall, R. B. (2015). Research on institutionalized children: Principals for international child welfare practitioners and policy makers, 4(2), 142–159.
- Mccaslin, M. L., & Scott, K. W. (2003). The Five-Question Method For Framing A Qualitative Research Study. *The Qualitative Report*, 8, 447–461.
- Mclean, S., Riggs, D., Kettler, L., & Delfabbro, P. (2013). Challenging behaviour in out-of-home care: Use of attachment ideas in practice. *Child and Family Social Work*, 18(3), 243–252.
- Melany, M. (2015). Children in South Sudan Conflict. Retrieved March 5, 2016, from <http://www.savethechildren.org/site/apps/nl/newsletter2.asp?c=8rKLIXMGlpI4E&b=9241341>
- Miles, M., Huberman, M., & Saldana, J. (2013). *Qualitative data analysis* (3rd ed.). Sage.
- Miller, K. E., & Rasmussen, A. (2017). The mental health of civilians displaced by armed conflict: An ecological model of refugee distress. *Epidemiology and Psychiatric Sciences*, 26(2), 129–138.
- Miller, Kenneth E., & Rasmussen, A. (2010). War exposure, daily stressors, and mental health in conflict and post-conflict settings: Bridging the divide between trauma-focused and psychosocial frameworks. *Social Science and Medicine*, 70(1), 7–16.
- Miller, Kenneth E, Omidian, P., Kulkarni, M., Yaqubi, A., Daudzai, H., & Rasmussen, A. (2009). The validity and clinical utility of post-traumatic stress disorder in Afghanistan. *Transcultural Psychiatry*, 46(2), 219–237.
- Milne, L., & Collin-vézina, D. (2015). Assessment of children and youth in child protective services out-of-home care: An overview of trauma measures. *Psychology of Violence*, 5(2), 122–132.
- Mohiuddin, Y. N. (2007). *Pakistan: A Global Studies Handbook*. ABC-CLIO.
- Montgomery, E., & Foldspang, A. (2005). Seeking asylum in Denmark: refugee children's mental health and exposure to violence. *The European Journal of Public Health*, 15(3), 233–237.
- Morantz, G., Cole, D., Vreeman, R., Ayaya, S., Ayuku, D., & Braitstein, P. (2013). Child abuse and neglect among orphaned children and youth living in extended families in sub-Saharan Africa: What have we learned from qualitative inquiry?

*Vulnerable Children and Youth Studies*, 8(4), 338–352.

- Morgos, D., Worden, J. W., & Gupta, L. (2008). Psychosocial effects of war experiences among displaced children in southern Darfur. *OMEGA-Journal of Death and Dying*, 56(3), 229–253.
- Morris, T., & Crank, J.P. (2011). Toward a phenomenology of terrorism: Implications for research and policy. *Crime, Law and Social Change*, 56(3), 219–242.
- Morse, J. M. (2015). Critical analysis of strategies for determining rigor in qualitative inquiry. *Qualitative Health Research*, 25(9), 1212–1222.
- Morse, J. M., Barrett, M., Mayan, M., Olson, K., & Spiers, J. (2002). Verification Strategies for Establishing Reliability and Validity in Qualitative Research. *International Journal of Qualitative Methods*, 1(2), 13–22.
- Morse, J. M., & Field, P. A. (1995). Qualitative research methods for health professionals.
- Moustakas, C. (1994). *Phenomenological research methods*. SAGE Publications.
- Moyo, S., Susa, R., & Gudyanga, E. (2015). Impact of Institutionalisation of Orphaned Children on Their Wellbeing. *IOSR Journal Of Humanities And Social Science Ver. III*, 20(6), 63–69.
- Muhammad, S. F. (2015). Interventions following traumatic event in children and adolescents: An evidence-based response. *Journal of Psychiatry*, 18(3).
- Murli, D. (2010). *A rights-based preventative approach for psychosocial well-being in childhood*. Springer (Vol. 3). Springer Dordrecht Heidelberg London New York.
- Murray, L. K., Singh, N. S., Surkan, P. J., Semrau, K., Bass, J., & Bolton, P. (2012). A qualitative study of georgian youth who are on the street or institutionalized. *International Journal of Pediatrics*, 2012(2005), 11.
- Mushtaq, R. (2016). Post-traumatic stress disorder (PTSD) in children of conflict region of Kashmir (India): A Review. *Journal of Clinical and Diagnostic Research*, 10(1), 1–3.
- Musisi, S., Kinyanda, E., Nakasujja, N., & Nakigudde, J. (2007). A comparison of the behavioral and emotional disorders of primary school-going orphans and non-orphans in Uganda. *African Health Sciences*, 7, 202–213.
- Nadeem, M. U., & Khan, M.A. (2017). Pakistani print media and Taliban: A test of media conformity theory. *VFAST Transactions on Education and Social Sciences*, 13(2), 1–6.
- Nader, K. (2008). *Understanding and assessing trauma in children and adolescents: measures, methods, and youth in context*. New York and London: Routledge, Taylor & Francis Group.
- Naqshbandi, M. M., Sehgal, R., Abdullah, R., & Hassan, F. (2012). Orphans in



- orphanages of Kashmir and their Psychological problems. *International NGO Journal*, 7(3), 55–63.
- Naseer, N. (2015). Federally Administered Tribal Areas ( FATA ): Impacts of militarization and war crimes on tribal women and children. *Pakistan Journal of Criminology*, 7(4), 129–139.
- Nasir, M., & Shahbaz, M. (2014). War on terror: Do military measures matter? Empirical analysis of post 9/11 period in Pakistan. *Quality and Quantity*, 49(5), 1969–1984.
- Nastasi, B. K., & Borja, A. P. (Eds.). (2016). *International handbook of psychological well-being in children and adolescents*. New York Heidelberg Dordrecht London: Springer.
- NDMA. (2014). *Separated, unaccompanied and missing children in disasters*. Retrieved from [www.ndma.gov.pk/new/Documents/GCC-sop2.pdf](http://www.ndma.gov.pk/new/Documents/GCC-sop2.pdf)
- Niaz, U. (2014). Psycho trauma in children exposed to the war atrocities. *Journal of Psychology Pakistan*, 11(2), 44–46.
- Nilsen, W. (2007). Fostering futures: a preventive intervention program for school-age children in foster care. *Clinical Child Psychology and Psychiatry*, 12(1), 45–63.
- Nizami, A. T., Hassan, T. M., Yasir, S., Rana, M. H., & Aslam, M. F. (2018). Terrorism in Pakistan: The psychosocial context and why it matters. *BJPSYCH INTERNATIONAL*, 15(1).
- Ntozi, J. P. M., Ahimbisibwe, F. E., Odwee, J. O., Ayiga, N., & Okurut, F. N. (1999). Orphan care: The role of the extended family in northern Uganda. *The Continuing African HIV/AIDS Epidemic*, 225–236.
- O'Reilly, M., & Dogra, N. (2016a). Analysing Children's Interviews. In *Interviewing Children and Young People for Research* (pp. 169–192). Sage Publications.
- O'Reilly, M., & Dogra, N. (2016b). *Interviewing Children and Young People for Research*. 1 Oliver's Yard, 55 City Road London EC1 Y 1SP: SAGE Publications Ltd.
- Ogina, T. a., & Nieuwenhuis, J. (2010). Gaining access to the experiences of orphaned children – A draw-write and narrate approach. *Qualitative Research Journal*, 10(2), 51–64.
- Olson, K., Young, R. A., & Izabela Z, S. (2016). *Handbook of qualitative health research for evidence-based practice* (Vol. 4).
- Omrani, B. (2009). The Durand line: History and problems of the Afghan-Pakistan border. *Asian Affairs*, 40(2), 177–195.
- Overton, W. F., & Molenaar, P. C. M. (2015). *Child psychology and developmental science* (Seventh). New Jersey and Canada: Wiley Subscription Services, Inc., A



Wiley Company.

- Padmaja, G., Sushma, B., & Agarwal, S. (2014). Psychosocial problems and well being in institutionalized and non institutionalized children. *IOSR Journal of Humanities and Social Science*, 19(10), 59–64.
- Pakistan census. (2017). Retrieved from <http://www.statistics.gov.pk/census-results.html>
- Panos, V. (2007). *Mental health interventions and services for vulnerable children and young people*. Jessica Kingsley Publishers London and Philadelphia.
- Parekh, V. (1999). *Prison bound: the denial of juvenile justice in Pakistan*. Human Rights Watch.
- Patton, M. Q. (1999). Enhancing the quality and credibility of qualitative analysis. *Health Services Research*, 34(Patton 1990), 1189–1208.
- PDMA KP. (2014). *Child protection in emergencies (CPiE) and the public system*.
- Peace direct. (2017). *Local approaches to preventing violent extremism in Pakistan*. Retrieved from <https://www.peacedirect.org/publications/local-approaches-preventing-violent-extremism-pakistan/>
- Pelin, Y., & Yıldırım, S. (2015). Theoretical frameworks, methods, and procedures for conducting phenomenological studies in educational settings. *Turkish Online Journal of Qualitative Inquiry*, 6(1), 1–20.
- Peltonen, K., Qouta, S., Diab, M., & Punamäki, R.-L. (2014). Resilience among children in War: The role of multilevel social factors. *Traumatology*, 20(4), 232–240.
- Penuel, W. R., & Wertsch, J. V. (1995). Vygotsky and identity formation: A sociocultural approach. *Educational Psychologist*, 30(2), 83–92.
- Petrowski, N., Cappa, C., & Gross, P. (2017). Estimating the number of children in formal alternative care: Challenges and results. *Child Abuse & Neglect*.
- Pillay, J. (2012). Keystone Life Orientation (LO) teachers: implications for educational, social, and cultural contexts. *South African Journal of Education*, 32(2), 167–177.
- Ploeg, J. (1999). Identifying the best research design to fit the question. Part 2: qualitative designs. *Evidence Based Nursing*, 2(2), 36–37.
- PMRU. (2017). *KPIs data for financial year 2017-18*. Retrieved from [http://pmru.gkp.pk/pdmf/departments.php?department\\_id=43](http://pmru.gkp.pk/pdmf/departments.php?department_id=43)
- Portal, S. A. T. (2017). Terrorist and extremist groups of Pakistan. *South Asia Terrorist Portal*.
- Pritchard, E., & Choonara, I. (2017). Armed conflict and child mental health. *BMJ Paediatrics Open*, 1(1), e000087. <https://doi.org/10.1136/bmjpo-2017-000087>

- Pulla, V., Tarar, M. G., & Ali, A. (2018). Child protection system and challenges in Pakistan. *Space and Culture, India*, 5(3), 54–68.
- Purgato, M., Gross, A. L., Betancourt, T., Bolton, P., Bonetto, C., Gastaldon, C., ... Barbui, C. (2018). Focused psychosocial interventions for children in low-resource humanitarian settings: a systematic review and individual participant data meta-analysis. *The Lancet Global Health*, 6(4), e390–e400.
- Rahman, A., & Hussain, N. (2001). Social dimensions of child mental health in developing countries. *The Journal of the Pakistan Medical Association*, 51(6), 226.
- Rahman, W., Mullick, M. S. I., Pathan, M. A. S., Chowdhury, N. F., Shahidullah, M., Ahmed, H., ... Rahman, F. (2012). Prevalence of Behavioral and Emotional Disorders among the Orphans and Factors Associated with these Disorders. *Bangabandhu Sheikh Mujib Medical University Journal*, 5(1), 29–34. 7
- Rashid, J. (2012). An analysis of self-accounts of children-in-conflict-with-law in Kashmir concerning the impact of torture and detention on their lives. *International Social Work*, 55(5), 629–644.
- Raza, S., Adil, A., & Ghayas, S. (2008). Impact of parental death on adolescents ' psychosocial functioning. *Journal of Psychosocial Research*, 3(1), 1–11.
- Raza, S. H., Kaharal, W. K., & Bhatti, M. A. (2017). Attack on Malala : Framing of the Incident in the Print Media. *VFAST Transactions on Education and Social Sciences*, 12(1), 1–7.
- Razik, S., Ehring, T., & Emmelkamp, P. M. G. (2013). Psychological consequences of terrorist attacks: Prevalence and predictors of mental health problems in Pakistani emergency responders. *Psychiatry Research*, 207(1–2), 80–85.
- Rehman, A. (2013). Taliban's war on schools in Khyber Pakhtunkhwa and FATA: International and domestic laws on protection of schools and children's right to education. <http://pakistansocietyofvictimology.org>.
- Reijneveld, S. a, Brugman, E., Verhulst, F. C., & Verloove-Vanhorick, S. P. (2001). Identification and management of psychosocial problems among toddlers in Dutch preventive child health care. *Archives of Pediatrics & Adolescent Medicine*, 155, 462–469.
- Richter, L. M. (2004). Poverty, underdevelopment, and infant mental health. *Infant Mental Health Journal*, 25(5), 440–452.
- Rizvi, S. (2013). Bombs, rape and death: Are we suffering from Post Traumatic Stress Disorder? Retrieved November 7, 2015, from <http://biogs.tribune.com.pk/story/18821/bombs?rape?and?death?are?we?sufferin?g?from?post?traumatic?stress?disorder/>
- Robinson, Malia & Lignell, M. (2015). Childhood In The Shadow of War. Retrieved from <http://resourcecentre.savethechildren.se/library/childhood-shadow-war>

- Ruane, J. (2005). *Essentials of Research Methods*. <https://doi.org/10.1016/B978-0-323-26171-5.00002-1>
- Rusby, J. S. M., & Tasker, F. (2009). Long-term effects of the British evacuation of children during World War 2 on their adult mental health. *Aging & Mental Health*, 13(3), 391–404.
- Rutter, M. J., Bishop, D., Pine, D., Scott, S., Stevenson, J. S., Taylor, E. A., & Thapar, A. (2011). *Rutter's Child and Adolescent Psychiatry*. Wiley.
- Rutter, M., Scott, S., Stevenson, J., & Taylor, E. (2011). *Rutter's child and adolescent psychiatry* (Fifth). Blackwell Publishing Inc.
- Ryan, J. P., Marshall, J. M., Herz, D., & Hernandez, P. M. (2008). Juvenile delinquency in child welfare: Investigating group home effects. *Children and Youth Services Review*, 30(9), 1088–1099.
- Sa, M. P., & Albert, H. S. W. (2014). *Future Directions in Post-Traumatic Stress Disorder*.
- Sadrudin, M. M. (2008). Study on the important issues of Child Rights in Pakistan. *The Dialogue*, 6(1), 14–30.
- Saeed, L., Syed, S. H., & Martin, R. P. (2014). Historical patterns of terrorism in Pakistan. *Defense & Security Analysis*, 30(3), 209–229.
- Sahill, P. H. (2018). The Terror Speaks: Inside Pakistan's Terrorism Discourse and National Action Plan. *Studies in Conflict & Terrorism*, 41(4), 319–337.
- Saile, R., Ertl, V., Neuner, F., & Catani, C. (2014). Does war contribute to family violence against children? Findings from a two-generational multi-informant study in Northern Uganda. *Child Abuse and Neglect*, 38(1), 135–146.
- Salaman, M. (2012). An analysis of Pakistan policy in the war against terrorism and its implications in KPK Pakistan. *International Journal of Business and Social Science*, 3(5), 242–249.
- Sameroff, A. J., Lewis, M., & Miller, S. M. (2000). *Handbook of Developmental Psychopathology*. Springer US.
- Save the Children. (2011). *Psychosocial Problems and Needs of Children in Flood Affected Areas in Pakistan*.
- Save the Children International. (2018). *The War on Children: Time to end grave violations against children in armed conflict*. Save the Children International. Retrieved from <https://www.savethechildren.net/waronchildren/pdf/waronchildren.pdf>
- Schenk, K., & Williamson, J. (2005). Ethical approaches to gathering information from children and adolescents in international settings: Guidelines and resources. Washington, DC: Population Council: Communications Unit/Horizons. Retrieved



from <http://dspace.cigilibrary.org/jspui/handle/123456789/8210>

- Schonfeld, D. J., Demaria, T., Krug, S. E., Chung, S., Fagbuyi, D. B., Fisher, M. C., ... Lavin, A. (2015). Providing psychosocial support to children and families in the aftermath of disasters and crises. *Pediatrics*, 136(4), e1120–e1130.
- Schut, Margaret Stroebe, H. (1999). The dual process model of coping with bereavement: Rationale and description. *Death Studies*, 23(3), 197–224.
- Sebsibe, T., Fekadu, D., & Molalign, B. (2014). Psychosocial wellbeing of orphan and vulnerable children at orphanages in Gondar Town, North West Ethiopia. *Journal of Public Health and Epidemiology*, 6(10), 293–301.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences*. <https://doi.org/10.1037/032390>
- Senefeld, S., & Perrin, P. C. (2014). Applying an ecological model to orphans and vulnerable children programming programming. *Development in Practice*, 24(1), 129–139.
- Sengendo, J., & Nambi, J. (1997). The psychological effect of orphanhood: A study of orphans in Rakai district. *Health Transition Review: The Cultural, Social, and Behavioural Determinants of Health*, 7 Suppl, 105–124.
- Shakoor, A. (2013). Pakhtun cultural values, terrorism and the contextual meaning of violence. *Pakistan Journal of Criminology*, 5(2), 61–86.
- Sharan B. Merriam. (2009). *Qualitative Research: A Guide to Design and Implementation*.
- Shaw, C., Brady, L., & Davey, C. (2011). *Guidelines for research with children and young people*. National Children's Bureau Research. Retrieved from <http://www.nfer.ac.uk/nfer/schools/developing-young-researchers/NCBguidelines.pdf>
- Shaw, J. A. (2003). Children exposed to war and terrorism. *Clinical Child and Family Psychology Review*, 6(4), 237–246.
- Shujaat, Q. (2015). *The State of Children in Pakistan*. <https://doi.org/10.1017/CBO9781107415324.004>
- Shumba, J., & Moyo, G. (2014). Counselling Needs of Orphaned Children: A case Study of Harare Metropolitan Children. *Mediterranean Journal of Social Sciences*, 5(11 SPEC. ISSUE), 145–155.
- Silove, D. (2013). The ADAPT model: a conceptual framework for mental health and psychosocial programming in post conflict settings. *Intervention*, 11(3), 237–248.
- Silove, D., Steel, Z., & Psychol, M. (2006). Understanding community psychosocial needs after disasters: implications for mental health services. *Journal of Postgraduate Medicine*, 52(2), 121–125.



- Sim, A., Fazel, M., Bowes, L., & Gardner, F. (2018). Pathways linking war and displacement to parenting and child adjustment: A qualitative study with Syrian refugees in Lebanon. *Social Science and Medicine*, 200, 19–26.
- Singh, M., & Jha, M. (2017). Children's Voices: Conflict-Affected Orphans in Residential Care in Jammu and Kashmir. *Children & Society*, 31(1), 61–71.
- Slone, M., & Shoshani, A. (2017). Children affected by war and armed conflict: Parental protective factors and resistance to mental health symptoms. *Frontiers in Psychology*, 8(AUG), 1–11.
- Smith, M. (2003). Towards a professional identity and knowledge base. *British Dental Journal*, 3(2), 235–252.
- Smyke, A. T., Zeanah, C. H., Fox, N. A., Nelson, C. A., & Guthrie, D. (2010). Placement in Foster Care Enhances Quality of Attachment Among Young Institutionalized Children. *Child Development*, 81(1), 212–223.
- Soenen, B., D'Oosterlinck, F., & Broekaert, E. (2013). The voice of troubled youth: Children's and adolescents' ideas on helpful elements of care. *Children and Youth Services Review*, 35(9), 1297–1304.
- Soller, B., Goodkind, J. R., Greene, R. N., Browning, C. R., & Shantzek, C. (2018). Ecological networks and community attachment and support among recently resettled refugees. *American Journal of Community Psychology*, 1–12.
- Somasundaram, D. (2007). Collective trauma in northern Sri Lanka: A qualitative psychosocial-ecological study. *International Journal of Mental Health Systems*, 1(1), 5.
- Song, S. (2015). *Globalization and Mental Health: The impact of war and armed conflict on families*. University of Amsterdam. Retrieved from <http://dare.uva.nl/record/1/495542>
- SPARC. (2016). *The state of Pakistan's children-2016*. Retrieved from <http://www.sparcpk.org/2015/SOPC2016.html>
- Sperling, Y. (2007). *Child protection in emergencies. Save the Children*.
- Stark, L., & Landis, D. (2016). Violence against children in humanitarian settings: A literature review of population-based approaches. *Social Science and Medicine*, 152, 125–137.
- Stewart, J. (2012). Transforming schools and strengthening leadership to support the educational and psychosocial needs of war-affected children living in Canada. *Diaspora, Indigenous, and Minority Education*, 6(3), 172–189.
- Stewart, J. L. (2007). *Children affected by war: A bioecological investigation into their psychosocial and educational needs*. Retrieved from <http://ovidsp.ovid.com/ovidweb.cgi>

- Stichick, T. (2001). The Psychosocial impact of armed conflict on children: Rethinking traditional paradigms in research and intervention. *Child and Adolescent Psychiatric Clinics of North America*, 10(4), 797–814.
- Stillion, J.M., & Thomas, A. (Eds.). (2014). *Death, dying, and bereavement*. Springer New York.
- Stroebe, M., Schut, H., & Stroebe, W. (2005). Attachment in coping with bereavement: A theoretical integration. *Review of General Psychology*, 9(1), 48–66.
- Sunawar, L. (2015). Pakistan as a frontline state in war against Terrorism: Cost & benefit analysis. *Journal of Political Science*, 22(1), 43–62. Retrieved from [https://www.academia.edu/12531857/Pakistan\\_as\\_a\\_Frontline\\_State\\_in\\_War\\_Against\\_Terrorism\\_Cost\\_and\\_Benefit\\_Analysis](https://www.academia.edu/12531857/Pakistan_as_a_Frontline_State_in_War_Against_Terrorism_Cost_and_Benefit_Analysis)
- Sundram, S., Karim, M. E., Ladrido-Ignacio, L., Maramis, A., Mufti, K. A., Nagaraja, D., ... Wahab, M. A. (2008). Psychosocial responses to disaster: An Asian perspective. *Asian Journal of Psychiatry*, 1(1), 7–14.
- Swaran, L., & Verma, S. (2013). Mental health of HIV/AIDS orphans: A review. *Journal of AIDS and HIV Research*, 5(12), 455–467. Retrieved from [http://www.academicjournals.org/ebook/journal1393510081\\_JAHR-December2013\\_Issue.pdf](http://www.academicjournals.org/ebook/journal1393510081_JAHR-December2013_Issue.pdf)
- Tagurum, Y. O., Chirdan, O. O., Bello, D. A., Afolaranmi, T. O., Hassan, Z. I., Iyaji, A. U., & Idoko, L. (2015). Situational analysis of orphans and vulnerable children in urban and rural communities of Plateau State. *Annals of African Medicine*, 14(1), 18–24.
- Talwar, G., Sianko, N., Baugh, S. A., & Brodsky, A. E. (2012). Talking About Immigration: Community Voices on Service, Research, and Policy Needs. *American Journal of Orthopsychiatry*, 82(4), 431–436.
- Taukeni, S. (2012). Orphaned learners' experiences with regard to bereavement support: implications for school guidance and counselling. *Bereavement Care*, 31(3), 114–119.
- Taukeni, S. G. (2015). Health psychology and behavioral medicine orphan adolescents' lifeworlds on school-based psychosocial support. *Health Psychology and Behavioral Medicine*, 3(1), 12–24.
- Thabet, L., & Thabet, M. (2007). Mental health problems among orphanage children in the Gaza Strip. *Adoption & Fostering*, 31(2), 54–62.
- Thomas, E., & Magilvy, J. K. (2011). Qualitative rigor or research validity in qualitative research. *Journal for Specialists in Pediatric Nursing*, 16(2), 151–155.
- Thomsen, T. M. (2008). Beyond Night Commuting. *Nordic Psychology*, 60(2), 87–100.
- Thwala, S. K. (2013a). The role of culture in psychosocial development of orphans and vulnerable children. *International Journal of Adolescence and Youth*, 18(2), 105–

- Thwala, S. K. (2013b). The role of culture in psychosocial development of orphans and vulnerable children. *International Journal of Adolescence and Youth*, 18(2), 105–121.
- Toi, Weiste A, Jordans, M. J. D., Kohrt, B. A., Betancourt, T. S., & Komproe, I. H. (2013). Promoting mental health and psychosocial well-being in children affected by political violence: Part I—Current evidence for an ecological resilience approach. In *Handbook of resilience in children of war* (pp. 11–27). Springer.
- Toi, Wietse A, Reis, R., Susanty, D., & de Jong, J. T. V. M. (2010). Communal violence and child psychosocial well-being: qualitative findings from Poso, Indonesia. *Transcultural Psychiatry*, 47(February), 112–135.
- Trickey, D., & Nugus, D. (2011). Evaluation of a therapeutic residential intervention for traumatically bereaved children and young people. *Bereavement Care*, 30(1), 29–36.
- Uasheva, A., Musabayeva, A., & Rakisheva, A. (2014). Influence of Personal Factors to the Problem of Social Orphanhood. *Procedia - Social and Behavioral Sciences*, 143, 222–227.
- Ullah, A., & Hayat, S. U. (2017). The recent electoral reforms in Federally Administered Tribal Areas (FATA): An appraisal. *Journal of Political Studies*, 24(2), 351–363.
- Ume-e-Kalsoom. (2011). Mental health of children living in orphan homes. *FWU Journal of Social Sciences*, 4(2), 79–88.
- UN-CRC. (2016). *List of issues in relation to the fifth periodic report of Pakistan* (Vol. 04885).
- UNFPA. (2017). *World population dashboard Pakistan*. Retrieved from <https://www.unfpa.org/data/world-population/PK>
- Ungar, M. (2012). *The Social Ecology of Resilience*. (M. Ungar, Ed.). New York, Dordrecht Heidelberg London: Springer New York.
- Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development? *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 54(4), 348–366.
- UNHCR. (2016). Figures at a glance: Statistical yearbooks. Retrieved August 26, 2018, from <http://www.unhcr.org/en-us/figures-at-a-glance.html>
- UNICEF., United Nations. Office of the Special Representative of the Secretary-General for Children, & A. C. (2009). *Machel study 10-year strategic review: Children and conflict in a changing world*. UNICEF. Retrieved from [http://www.un.org/children/conflict/\\_documents/machel/msr2\\_en.pdf](http://www.un.org/children/conflict/_documents/machel/msr2_en.pdf)



- Unicef. (2017). *Orphans*. Retrieved from [https://www.unicef.org/media/media\\_45279.html](https://www.unicef.org/media/media_45279.html)
- UNICEF. (2005). *Handbook on psychosocial assessment of children and communities in emergencies*.
- UNICEF. (2011). *Adolescence an age of opportunity. The State of the World's Children 2011*.
- UNICEF. (2015a). *The Investment Case for Education and Equity*.
- UNICEF. (2015b). [www.unicef.org](http://www.unicef.org/media/media_45279.html). Retrieved October 1, 2015, from [http://www.unicef.org/media/media\\_45279.html](http://www.unicef.org/media/media_45279.html)
- United Nations. (2012). *UN Alternative Care for Children* (Vol. 21115).
- UNOCHA. (2017). *Impact Assessment of FDMA's Cash Assistance on IDP's and Returnees in the FATA*. Retrieved from [https://www.humanitarianresponse.info/system/files/documents/files/fdma\\_cash\\_assistance\\_impact\\_assessment.pdf](https://www.humanitarianresponse.info/system/files/documents/files/fdma_cash_assistance_impact_assessment.pdf)
- Van Manen, M. (2017). But Is It Phenomenology? *Qualitative Health Research*, 27(6), 775–779.
- Van Wesel, F., Boeije, H., Alisic, E., & Drost, S. (2012). I'll be working my way back: A qualitative synthesis on the trauma experience of children. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4(5), 516–526.
- Vermetten, E., Germain, A., & Neylan, T. C. (Eds.). (2018). *Sleep and Combat-Related Post Traumatic Stress Disorder*. Springer New York.
- Vogel-Scibilia, S. E., McNulty, K. C., Baxter, B., Miller, S., Dine, M., & Frese, F. J. (2009). The recovery process utilizing Erikson's stages of human development. *Community Mental Health Journal*, 45(6), 405–414.
- Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Harvard University Press. [https://doi.org/\(Original manuscripts \[ca. 1930-1934\]\)](https://doi.org/(Original%20manuscripts%20[ca.%201930-1934]))
- Wallerstein, R. S. (2014). Erik Erikson and his problematic identity. *Journal of the American Psychoanalytic Association*, 62(4), 657–675.
- Ward, A. (2006). Models of “ordinary” and “special” daily living: Matching residential care to the mental-health needs of looked after children. *Child and Family Social Work*, 11(4), 336–346.
- Welton-Mitchell, C. E. (2013). *UNHCR's Mental Health and Psychosocial Support*.
- Wendy Hollway, T. J. (2000). *Doing Qualitative Research Differently*. (SAGE Publications, Ed.). London: Great Britain by The Cromwell Press Ltd.
- Wessells, M. G. (2006). *Child soldiers: From violence to protection*. Harvard



University Press.

- Wessells, M. G. (2009). Do no harm: toward contextually appropriate psychosocial support in international emergencies. *American Psychologist*, 64(8), 842.
- Wessells, M. G. (2016). Children and armed conflict: Introduction and overview. *Peace and Conflict: Journal of Peace Psychology*, 22(3), 198–207.
- William, Y. (2001). Post-traumatic stress disorder in children and adolescents. *World Psychiatry*, 13, 194–200.
- Williams, R. (2006). The psychosocial consequences for children and young people who are exposed to terrorism, war, conflict and natural disasters. *Current Opinion in Psychiatry*, 19(4), 337–349.
- Williams, R. (2007a). The psychosocial consequences for children and young people who are exposed to terrorism, war, conflict and natural disasters. *International Review of Psychiatry*, 19(3), 263–277.
- Williams, R. (2007b). The psychosocial consequences for children of mass violence, terrorism and disasters. *International Review of Psychiatry*, 19(3), 263–277.
- Wilson, C., & Powell, M. (2001). A guide to interviewing children, 154.
- Wolfteich, P. M., & Cline, M. L. (2013). Social service professionals' perceptions of nonoffending caregivers in child sexual abuse cases. *Journal of Child Sexual Abuse*, 22(4), 429–443.
- Xu, N. (2014). Caring for orphaned children in China. *Disability & Society*, 29(9), 1501–1503.
- Yahav, R. (2011). Exposure of children to war and terrorism: a review. *Journal of Child and Adolescent Trauma*, 4(2), 90–108.
- Yarney, L., Mba, C., & Asampong, E. (2015). Qualitative study on the socio-cultural determinants of care of children orphaned by AIDS in the Ashanti and Eastern regions of Ghana. *BMC Public Health*, 15(6), 2–13.
- Yohani, S. (2015). Applying the ADAPT psychosocial model to war-affected children and adolescents. *SAGE Open*, 5(3), 1–18.
- Yousaf, S. (2013). Afghanistan and the region in 2013. *Pakistan Annual Research Journal*, 49, 151–161.
- Zainab, Q. K. (2013). *Minimum Standards for Protective Spaces for Children PDMA Khyber Pakhtunkhwa*. Peshawar. [https://doi.org/10.1016/S0022-3913\(12\)00047-9](https://doi.org/10.1016/S0022-3913(12)00047-9)
- Zehra, K. (2014). *Reports on worlds orphans by IHH Humanitarian and Social Researches Center*. Retrieved from [www.ihh.org.tr](http://www.ihh.org.tr)
- Zhao, G., Li, X., Fang, X., Zhao, J., Yang, H., & Stanton, B. (2007). Care arrangements,

grief and psychological problems among children orphaned by AIDS in China. *AIDS Care*, 19(9), 1075–1082.

Zima, T. B. (1999). Psychosocial Stressors among Homeless Children. related to behavior problems and depressive symptoms. *American Journal of Orthopsychiatry*, 69(1), 127–133.



## Appendix A

### Data Collection Letter from AHSGS, UUM



AWANG HAD SALLEH  
GRADUATE SCHOOL OF ARTS AND SCIENCES  
UUM College of Arts and Sciences  
Universiti Utara Malaysia  
06010 UUM SINTOK  
KEDAH DARULAMAN  
MALAYSIA



Tel: 604-928 5299/5266/5251  
Faks (Fax): 604-928 5297/5218  
Laman Web(Web): <http://ahs-js.uum.edu.my>

KEDAH AMAN MAKMUR • BERSAMA MEMACE TRANSFORMASI

UUM/CAS/AHSGS/900624

20 July 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam

#### DATA COLLECTION FOR PROJECT PAPER/THESIS

This is to certify that Mr. Asif Ali (matric number: 900624) is a full time postgraduate student in Doctor of Philosophy (Social Studies) at UUM College of Arts and Sciences.

He needs to do his field study and data collection for his project paper/thesis in order to fulfill the partial requirements of his graduate studies.

We sincerely hope that your organization will be able to assist him in the data collection and the distribution of the questionnaires for his research.

Thank you.

"KNOWLEDGE, VIRTUE, SERVICE"

Yours faithfully

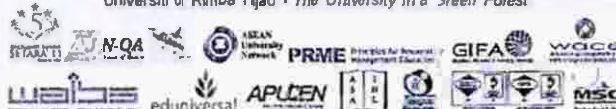
WAN NORHASHIMA BINTI WAN MIN

Senior Assistant Registrar

for Dean

Awang Had Salleh Graduate School of Arts and Sciences  
UUM College of Arts and Sciences

Universiti di Rimba Hijau • The University in a Green Forest



## **Appendix B**

### **Applications for Data Collection**

28 September 2016

The Deputy Chief Officer  
Child Protection & Welfare Commission  
Government of Khyber Pakhtunkhwa, Pakistan

#### **APPLICATION TO CARRY OUT RESEARCH IN PESHAWAR DISTRICT**

Dear Sir/Madam

I am a student of Doctor of Social Studies degree from School of Applied Psychology, Social Work & Policy, Universiti Utara Malaysia. I kindly seek your permission to undertake research in Peshawar district for my doctoral studies in government and non-government orphanages (Institutional/residential care centres) under your jurisdiction. The topic of thesis is centred on; Post-War Experience of Children Living in Khyber Pakhtunkhwa Orphanage Care Settings in Pakistan. The study will involve orphan children's, caregivers and stake holders (in particular, orphans' children) and Social Welfare Officers in Peshawar District. Listed below are the data collection tools, I intend to use with the nominated participants.

1. Approval Letter from University
2. Subject Information Sheet for stakeholders e.g. Caregivers and SWO
3. Inform Consent form for caregivers of Orphan Children
4. Inform Consent form for participating stakeholders e.g. Caregivers and SWO

The information obtained for this research will be treated with confidentiality. I also undertake to observe stipulated ethical considerations pertaining to researching with human subjects.

I hope that the information obtained will assist in identifying ways in which the life of orphan in any residential/institutional settings can be enhanced.

Yours Sincerely

Mr. Asif Ali  
Ph.D Student  
(School of Applied Psychology, Social Work & Policy-UUM)  
Email address: asifali.kohat@gmail.com  
Contact cell number: +92-336-9758800



28 September 2016

The District Officer  
Social Welfare Department,  
Government of Khyber Pakhtunkhwa, Pakistan  
Bacha Khan Chowk Peshawar, Khyber Pakhtunkhwa

**APPLICATION TO CARRY OUT RESEARCH IN PESHAWAR DISTRICT**

Dear Sir/Madam

I am a student of Doctor of Social Studies degree from School of Applied Psychology, Social Work & Policy, Universiti Utara Malaysia. I kindly seek your permission to undertake research in Peshawar district for my doctoral studies in government and non-government orphanages (Institutional/residential care centres) under your jurisdiction. The topic of thesis is centred on; Post-War Experience of Children Living in Khyber Pakhtunkhwa Orphanage Care Settings in Pakistan. The study will involve orphan children's, caregivers and stake holders (in particular, orphans' children) and Social Welfare Officers in Peshawar District. Listed below are the data collection tools, I intend to use with the nominated participants.

1. Approval Letter from University
2. Subject Information Sheet for stakeholders e.g. Caregivers and SWO
3. Inform Consent form for Caregivers of Orphan Children
4. Inform Consent form for participating stakeholders e.g. Caregivers and SWO

The information obtained for this research will be treated with confidentiality. I also undertake to observe stipulated ethical considerations pertaining to researching with human subjects.

I hope that the information obtained will assist in identifying ways in which the life of orphan in any residential/institutional settings can be enhanced.

Yours Sincerely

Mr. Asif Ali  
Ph.D Student  
(School of Applied Psychology, Social Work & Policy-UUM)  
Email address: asifali.kohat@gmail.com  
Contact cell number: +92-336-9758800

## Appendix C

### Informed Consent Form for Participants

I have read the information about the study described in the information sheet. I understand that my participation is voluntary and that I can withdraw from the study at anytime.

I agree to take part in the study, by participating in the interview, responding to the questionnaire and attending relevant sessions.

Name: \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

#### Researcher

I have explained the aims and procedures of the study. I have assured the participant that participation is voluntary, and I have explained the research to the best of my ability.

Name: Asif Ali

Signature \_\_\_\_\_ Date \_\_\_\_\_

### **Information Sheet for Guardians/Caregivers**

Dear Guardian/Caregiver

My name is Asif Ali. I am a Ph.D. student in Social Studies at the Universiti of the Utara Malaysia. As part of my degree I am conducting a research study on Post-War Experience of Children Living in Khyber Pakhtunkhwa Orphanage Care Settings in Pakistan.

The main objective of the study is to get the information from orphan children living in orphanages of Peshawar having an experience of the horror of the terrorism and their parental loss in any kind of terrorist activities. I wish to invite your child to participate in my study. Please note that your child's participation is voluntary, and that non-participation will have no negative consequences. Should the child under your care decide to participate in this study, he/she will be requested to attend unstructured/semi-structured and open-ended interview session. Apart from attending the interview, your child will participate in focus group discussion.

Please note that your child can withdraw from the study at any time, should he feel that he does not want to continue. If he feels that some of the questions are too personal or if he is uncomfortable answering them, your child has the right to refuse to answer, should he wish to do so. I hope this study will enhance the resilience in children's in orphanages with the necessary information, motivation and skills to deal the human made crisis in our country.

After reading this information, please indicate your willingness or unwillingness for your child to participate in my study by writing the name of your child, ticking the appropriate box, signing your name and writing the date below:

☐ I am willing to have my child participate in the study

☐ I am not willing to have my child participate in the study

Name of the child \_\_\_\_\_

Guardian/Caregiver Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Yours sincerely,

Asif Ali



**Information Sheet for the Stakeholders (Caregivers/Social Welfare Officers)**

Dear Sir/Madam

My name is Asif Ali. I am a Ph.D. student in Social Studies at the University of the Utara Malaysia. As part of my degree I am conducting a research study on Post-War Experience of Children Living in Khyber Pakhtunkhwa Orphanage Care Settings in Pakistan.

The main objective of the study is to get the information from orphan children living in orphanages of Peshawar having an experience of the horror of the terrorism and their parental loss in any kind of terrorist activities. Current study is qualifying the formalities of qualitative research to obtain data from attending the interview, of child and stakeholders. The researcher is following the ethical consideration of National Children's Bureau Research of London. All stages of the research process from planning to dissemination applying the guidelines produced for researchers who are contemplating involving children and young people in this research project.

The current study is only focused on the knowledge and behavior of children affected psychologically, socially and culturally by terrorism scenario in Peshawar district and peripheries. Participation will be voluntary and non-participation will have no negative consequences. Please note that participant can withdraw from the study at any time, should they feel that they do not want to continue. If they feel that some of the questions are too personal or if they are uncomfortable answering them, they have the right to refuse to answer, should they wish to do so.

Although this research will follow the confidentiality guidelines, but I advise all the participants in this study to maintain confidentiality. Under no circumstances will any of the participant responses be shown to anyone other than my research supervisor and myself. No identifying information will be included in the final report. I hope this study will enhance the living standards and cope with the psychosocial and cultural issues of orphan children.

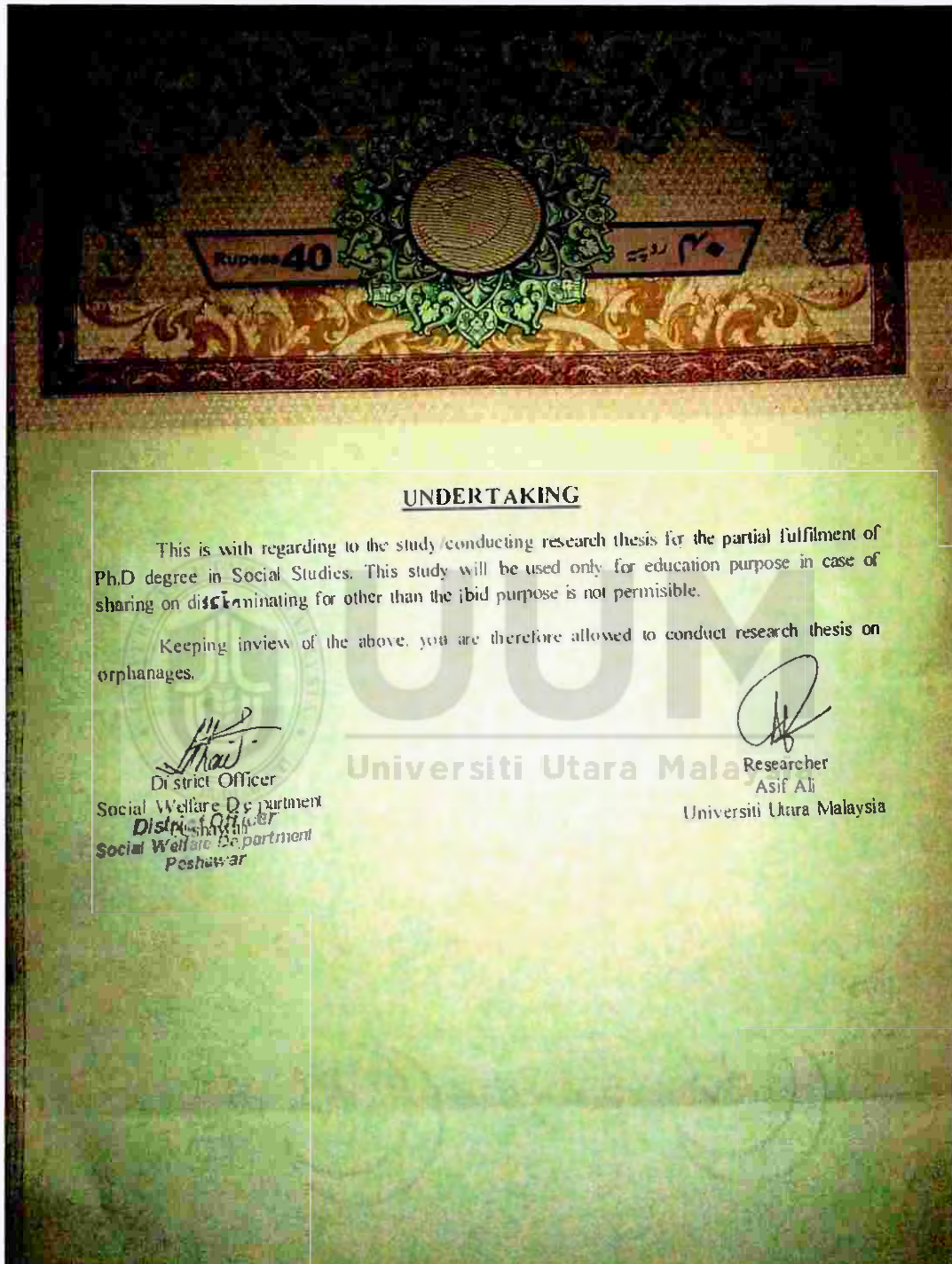
I would appreciate your written response to my request as soon as possible.

Yours sincerely

Asif Ali  
(Researcher)

## Appendix D

### Permission Letter from DSWD Peshawar



## **Appendix E**

### **Interview Protocol**

1. How many siblings do you have?
2. What is the position being you in relation to your siblings?
3. Did/do you live with your family?
4. What is the composition of your family?
5. Did/do you have relationship with both parents?
6. What are the occupations of your parents?
7. What are education levels of your parents?
8. Do your siblings attend schools? What grade are your siblings?
9. Are you currently in school? What is your highest level of education and did/do you like this school?
10. What is the difference between current and previous school?
11. What are some of experiences you had in school?
12. Would you want to go back to your previous school in your village?
13. What kind of school would you want and How that school to be organized?
14. What is your concept of education? Have you talked to anybody about your previous school?
15. What contributions to the society do you wish to make when you grow up?
16. What do you expect your family to do to make your education process a success?
17. What do you expect the government to do to make education meaningful to you?
18. How long have you been in the orphanage?
19. Who brought you to the orphanage and what was the reason?
20. What is your typical day in the orphanage?
21. What are some of difficulties you encounter in the orphanage?
22. What are some of support structures you rely in the orphanage?
23. How do you fend for yourself and how do the staff treat you?
24. Do you sleep in sharing here and how long have you been in the same room?
25. What is your relationship with other children?
26. Do you have to always fight with other children?
27. How does the caregivers/mentors treat you? Are they friendly or hostile?
28. Do you receive any form of assistance from any organization in relation to education?
29. What services would you want from organizations and government?
30. How do you feel about your present conditions?
31. Do you have any advice for other orphan children?
32. What is your concept of orphan children? Would you recommend the orphanage for other children?
33. Who cares for you when you are sick and how often do you see your family?
34. Do you have siblings in the same or other orphanage?
35. How are you protected during war?
36. Do you remember the situation of war?



37. Have you ever been forced to change residence or schools within city because of the war?
38. Have you ever been exposed to armed combat?
39. Have you and your family been displaced due to war?
40. Have you experienced or seen any stressful situations related to the war?
41. Have you lost anyone close to you through death during the war?
42. Have you seen militants? How they look like and behaving?
43. What should government do (civilian & army) for countering war/terrorism?
44. Have you been deprived of essential (Food, water, shelter or school) things because of the war?
45. What kind of the role you can play to stop war/terrorism?
46. Where do you see yourself now from before?
47. What you want to be in future and How do you wish to get there?
48. What do you think has to be done to reduce the number of orphan children in future?



**UUM**  
Universiti Utara Malaysia

## Appendix F

### NVivo Data Analysis Codes/Nodes

Name	Description	Sources	References
Child Abuse (Sexual, Physical & Psychological)	On the streets, orphanages, village, schools, madrassas, during war time and in the family system.	5	9
Macrosystem	Cultural Values & Norms, Political Stability, Conflict Management, Role of Government (Army & Civilian), Mass Rehabilitation & Interventions	9	90
Child Protection in Khyber Pakhtunkhwa & FATA		5	17
Child Safeguarding		2	9
Cultural & Religious Belief System in FATA & Khyber Pakhtunkhwa	Pashtun Culture & Social Norms	4	5
Government Policy & Implementation		6	25
Justice System	Justice for abandoned, war affected and neglected children	8	19
Role of NGOs	For Child Protection	8	15
Microsystem	Family Support System & Integration, Alternative Care (Residential System), Schooling, Institutionalization and Education Management	20	823
Educational Settings	Educational Achievements & Challenges	19	177
Academic Condition	Subject conditions in School	12	16
Attendance	School attendance	10	11
Current School		12	15
Family Role in Education		14	17
FATA Schools	Condition of Education in FATA Schools	12	17
Government Role for Education		14	14
Parents Education		13	14
Previous School		12	22
School System		13	37
attending school		4	4
current school		7	7
public school		7	8
Subject Problems	Maths	6	8
Teacher Role	Teacher in schools	6	6

Future Ambitions	What are the children future ambitions	18	268
Change in Society & Children Life		15	33
Enthusiasm		13	42
Future Plan		14	40
Good Education & Subject Interests		14	33
Justice & Hope		16	32
Present Changes		16	38
Successful Person through Education		13	24
Uncertainty		15	26
Institutionalisation or Alternative Care	Residential Care, Orphanages, Madrassas and Schools	7	13
Orphanage Experience	Orphanage environment	18	365
Attachment with caregivers & peers		8	19
Children Association With Each Other		12	33
Choice as alternative care		16	34
Depression & Stress		8	12
Grief & Sadness		6	9
Educational Needs		14	21
Counselling		6	6
Encounter Daily Problems		14	28
Environmental Harmony		10	24
Family Relationship	Family love and care	12	15
Happiness Through Activities		3	9
Loneliness & Hopelessness		7	12
Sleep disturbance		2	2
Organizational Assistance		16	36
Poverty		10	20
Safety & Present Condition		14	31
Health Care		6	7
Sharing Stories		11	16
Staff treatment & Services		16	39
Suppression & Insecurity		10	16
Psychosocial Support & Intervention		4	9
War Experience	Children war experience at their hometown, faced stressful situation	21	645
Animals & Land Lost		4	6
Army Operation		11	24
Bereavement		10	11



Brutality		14	36
Damaged Schools		12	13
Discrimination		14	22
Displacement		11	23
Effect on Education		11	18
Effects of Fatherlessness		14	21
Elimination of Terrorism & Govt Role		8	20
Existential Threats		14	28
Family & Relatives Role		9	20
Family Separation & Poverty		11	18
FATA (Federal Administrative Tribal Area) Structure & War against Terrorism		14	36
FCR	Frontier Crime Regulations	4	4
Fear & Tensions		12	29
Firings, Shelling's and Attacks		12	16
Girls Education & Schools		5	9
Indoctrination or Brain Washing		2	3
Loss		14	25
Militants & Militancy		16	25
Peace & Harmony		6	14
Protection & Resilience		13	23
Revenge		12	16
Sleep Disturbance		9	14
Stressful Conditions		16	33
Suicide, Bomb & Landmine Blasts		13	22
Taliban & Army Patrolling		7	9
Terrorists & Taliban		14	58
Understanding Conflict		15	34
Use of Small & Heavy Weapons		11	18

## Appendix G

### NVivo Clustered Model

